DOCUMENT RESUME

ED 110 058 IR 002 350

AUTHOR	Foos, Donald D., Comp.
TITLE	Proceedings of the HEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest, March 17-28, 1975.
INSTITUTION	Louisiana State Univ., Baton Rouge. Library School.; Southwestern Library Association, Stillwater, Okla.
PUB DATE	Jun 75
NOTE	248p.
EDRS PRICE	MF-$0.76 HC-$12.05 PLUS POSTAGE
DESCRIPTORS	College Libraries; *Conference Reports; Disadvantaged Groups; Evaluation; Information Needs; *Institutes (Training Programs); Instructional Media; *Librarians; Library Automation; *Library Education; *Professional Continuing Education; Program Descriptions; Program Development; Program Planning; Public Libraries; School Libraries; Special Libraries; State Programs; University Libraries
IDENTIFIERS	Continuing Education for Library Staff; Continuing Library Education Network and Exchange; Higher Education Act Title II B; Southwest

ABSTRACT

The proceedings of the Institute on Continuing Education Program Planning for Library Staffs in the Southwest contain historical and state-of-the-art information, needs assessments, program planning information, program descriptions and the Continuing Education for Library Staff program. The continuing education needs of medical, school, special, academic, and children's librarians are discussed, as well as the training needed to meet the special requirements of Blacks, Chicanos, and American Indians. Other articles describe a game plan for the continuing education planning and development process, new learning media, automated services, the Continuing Library Education Network and Exchange, and library programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Results of the evaluation surveys conducted on the institute are included, as are the working forms, letters, and papers needed in organizing it. There is also information about institute participants, as well as a list of institutes in the Southwest, 1968-1974. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED110058

PROCEEDINGS
of
the HEA TITLE II-B INSTITUTE
on
CONTINUING EDUCATION PROGRAM PLANNING FOR LIBRARY STAFFS
IN THE SOUTHWEST
MARCH 17-28, 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Edited and Compiled
by
Donald D. Foos
Institute Director

The LSU Graduate School of Library Science
and
The Southwestern Library Association
Baton Rouge, Louisiana 70803
June, 1975

IR 002 350

CONTENTS

Editorial Comments iv

Contents: CELS SCRAPBOOK v

Contents: Photographs vi

Summary of Institute Proposal and Plan of Operation 1

Participants Overview 18

HEA Title II-B Institutes in Librarianship in the Southwest: Fiscal Years 1968 - 1974 26

Developing Continuing Education Programs for Library Personnel 30

Continuing Education Staff Needs of School Librarians 37

Needs Assessment for Special Librarians 39

Staff Survey Development: Academic Libraries 42

Staff Survey Development by Type of Function: Children and Young People's Services 47

Needs Assessment for Automated Services 51

Precedence for Continuing Education for Black Librarians or Librarians Serving a Black Clientele: The Atlanta University School of Library Service Experience 54

Survey Development: An Introduction 68

Chicano Library Needs 73

KEG: Kontinuing Education Game 80

Overview of the Continuing Library Education Network and Exchange (CLENE) 93

Developing Plans for Continuing Education in Each State 118

Arizona: Statement of Purpose (ASLA Continuing Education Committee, February 1, 1975) 119

Arkansas: Continuing Library Education: A Recommended Program for Arkansas 122

Louisiana: Continuing Library and Information Science Education: Recommendations of Louisiana Participants 125

New Mexico: Planning Continuing Library Education in New Mexico 130

Oklahoma: Proposed Continuing Education Plan for Library Personnel in the State of Oklahoma 132

Texas: Recommendations for Continuing Education for Library Staffs in Texas 137

Needs Assessments - Characteristics: The American Indian Culture . . . 141

Newer Media of Learning 156

Evaluation: March 17-21, 1975 158

Evaluation: March 24-28, 1975 163

Forms, etc. 166

Addendum A: Continuing Education Programming for Medical Librarians--An Overview

EDITORIAL COMMENTS

In a true sense, the contents of these Proceedings do not actually represent individual presentations as given during the Institute, but rather are papers by lecturers in order to provide topical information about their areas of participation. Some of these papers were read during the Institute, but, for the most part, lecturers lead sessions informally and used their materials as a basis for their lectures and discussions. Not all presentations are represented, and in some cases additional information not presented is provided in these Proceedings.

Throughout the Proceedings, information about the development of the Southwestern Library Association (SWLA) Continuing Education for Library Staff (CELS) project is presented by the reproduction of various articles from the SWLA Newsletter. The reader may trace the progress of this project on the various pages as listed in the CELS SCRAPBOOK Contents page.

Photographs taken by Mr. Jimmie Hoover, Head of the Government Documents Department of the Louisiana State University Library, are also found throughout the Proceedings. The quality of reproduction is not very good, as the photographs were mounted; photo reproduced; and then reproduced again by offset printing methods. Copies of the originals may be obtained from the LSU Graduate School of Library Science.

In some sections, information contained is quite extensive and in some respects contains seemingly extraneous detail. Since the Institute was concerned with program planning, it was thought necessary to give the reader as much information as possible, therefore more details were provided. This is especially true in the first part on "Summary of Institute Proposal and Plan of Operation," and the "Evaluation" sections. Additional information is provided so that the reader may trace situations, problems, etc. in the planning of an Institute.

We are pleased that so much information concerning the Institute is presented in these Proceedings, and that all parties involved were most cooperative in providing materials for inclusion. Much of the information will be most helpful to other planners of continuing education programs. The Staff of the LSU Graduate School of Library Science, Mrs. Peggy Richardson, Mrs. Shirley Watson, and Mrs. Marsha Aucoin, with the assistance of Graduate Assistants, Ms. Deborah Picou and Ms. Susan Byra were most helpful in the compilation, etc. of these Proceedings. Without their cooperation and that of Ms. Teresa Beck, Institute Secretary, and Mrs. Marion Mitchell, Institute Administrative Assistant, the Institute and these Proceedings would not have been possible.

Members of the SWLA Executive Board, the SWLA SLICE Council and the SWLA CELS Advisory Council, together with Ms. Peggy O'Donnell, CELS Coordinator, were extremely helpful in the planning and execution of this Institute and their assistance is gratefully acknowledged.

Donald D. Foos
Institute Director
June 6, 1975

CONTENTS

CELS SCRAPBOOK

Southwestern Library Association Newsletter

February, 1973; April, 1973; and June, 1973 vii

June, 1973; August, 1973; and December, 1973 viii

October, 1973 17

April, 1974 38

April, 1974 46

April, 1974 50

February, 1974 65

August, 1974 77

October, 1974 78

December, 1974 79

March, 1975 157

CONTENTS

Photographs
by
Jimmie Hoover
LSU Library

Panel: Trejo, Davis, Smith, and Foos 62

Lawrence and Power 121

Dorsett, Gattin, Wright, Barnhard, and Davis 124

James, Alawady, Drewett, Johnson, Gates, Bingham, and Bass 129

Martinez, Ives, Lowman, and Van Wye 131

Clark, Angle, Pelly, Wender, Shackelford, Little, and Sturdivant 136

Schexnaydre, Morrison, Alsmeyer, Moore, Stegner, and Brees 140

Dr. Julie Virgo, MLA 182a

Donald D. Foos 184d

Alawady, Bingham, Van Wye, Powell, Nieball, Patrick, Pelly, Moore, and Gattin 184f

NEWSLETTER

Official Publication of The Southwestern Library Association

CELS SCRAPBOOK

February, 1973

CONTINUING EDUCATION FOR LIBRARIANS IN THE SOUTHWEST

The SLICE Office announced on February 5th that Mrs. Allie Beth Martin will assist in the long awaited survey of continuing education opportunities and needs in the six SWLA states. Mr. Heartsill Young, as incoming SWLA President, along with Mrs. Martin and the SLICE Advisory Council will conduct a Continuing Education Planning Conference in Dallas at the Love Field Braniff Conference Room on Saturday, May 19th. Approximately 250 libraries and educational institutions in the six-state region will be surveyed in the next few weeks using a survey instrument developed by Dr. Elizabeth Stone, Dean of the Graduate Department of Library Science, The Catholic University of America. Thus, the data collected in the SWLA survey will be comparable with that collected by Dr. Stone in a recent national survey. The cost of the SWLA continuing education survey is funded by each of the six state library agencies in the SWLA region and is part of the CELS project of the SLICE Office.

PRESIDENT'S COLUMN

Our survey of continuing education (CELS) activities and needs for librarians in the Southwest has been launched by the project director Mrs. Allie Beth Martin, Tulsa City-County Library Director and former President of SWLA. Survey returns are being tabulated for a meeting of representatives from the six state region in Dallas on May 19. Rod Swartz of the National Commission on Libraries and Information Science was present for a meeting of the CELS project staff in Tulsa on April 6 and indicated that our regional project may set the standard for planning in other regions and at the national level, the latter being of immediate concern to the Commission. Please send your thoughts on this subject to Mrs. Martin or Mary Ann Duggan, SLICE Office Director in Dallas.

April, 1973

CELS—A PROGRESS REPORT

The survey of continuing education opportunities and needs in the six SWLA states is now in full swing. Questionnaires have been distributed to all state libraries, state departments of education, library associations, graduate library schools, and to a sampling of approximately one hundred libraries of all types. These are currently being returned and tabulated and will serve as a basis for a one day Strategy Planning Conference on May 19 in Dallas immediately following meetings of the SWLA Board and the SLICE Council.

Allie Beth Martin, Project Director and Heartsill Young, Pearce Grove, Lee Brawner, and Maryann Duggan, advisors to the project, met in Tulsa April 6th to plan the Strategy Conference and make arrangements for completion of the project. June 2, 1973, is the target date for a report to the Association complete with recommendations for implementation.

Rod Swartz, Assistant Executive Secretary of the National Commission on Libraries and Information Science met with the advisory group to report on developments of a national plan for library continuing education which will be a top priority for NCLIS. The CELS project will relate directly to this national endeavor.

It is not too late to return stray questionnaires to the SLICE office. Many arrived simultaneously with state association meetings and may have been delayed in the mail which accumulated during these conferences. *This data is not being collected to gather dust in an unused report. It will be the basis for continuing education plans for the region, it will be used as justification when funds are sought and it will furnish valuable background for the national plan to follow.*

June, 1973

STATE PROGRESS REPORTS ON NETWORKING

State library directors, presidents and presidents-elect of state library associations, Executive Board members, and participants in the CELS Strategy Group met May 18 for a meeting of the SLICE Council. Each state library representative reported on the status of networking, funding, and future prospects for that state.

June, 1973

PROGRESS REPORT ON THE CELS PROJECT

In another first for the Southwestern Library Association, deans and representatives of the graduate library schools in the southwestern region met with the SLICE Council and consultants in Dallas May 19 in the interest of library continuing education. The group assembled were responsible for the second phase of the CELS (Continuing Education for Librarians in the Southwest) project. They were joined by continuing education experts from outside the region: Elizabeth Stone, professor and Chairman of the Catholic University of America Department of Library Science and Chairman of the AALS Committee on Continuing Education; Barbara Conroy who directed the New England Outreach Network; Peter Hiatt, Director of Library Continuing Education for WICHE, and Bob Swartz, representing the National Commission on Libraries and Information Science. NCLIS is currently preparing to contract for a project which will develop a national plan for library continuing education.

Returns from the project questionnaires which were distributed throughout the region in April were reviewed and alternative strategies for a regional model for continuing library education were considered. Participants broke up into groups by state and summarized library continuing education in each state based on the response to the questionnaires and firsthand knowledge. Conclusions were reported to the entire group. Next, participants divided into five planning groups, each group drafted a plan for continuing education in the region based on information gathered in the questionnaires, the state reports, the experience of the consultants, and the personal knowledge of individual participants. Each draft was to include: (1) Goals and objectives; (2) Organizational pattern; (3) Areas of emphasis; (4) A plan of implementation and suggested methods of funding. After the groups submitted their drafts and disbanded, consultants continued to work with Project Director Allie Beth Martin to synthesize the reports and make recommendations. The results of this strategy meeting will form the basis for the final report.

Continuing education has had a high priority on the SWLA action list since it was first identified at the "Six Flags" meeting in the fall of 1970. The need for a well-planned, region wide effort is felt to be even more important today as indicated by the first survey results.

The first draft of the report including recommendations is scheduled to be ready for distribution to the SLICE Council and SWLA Executive Board before ALA in Las Vegas with the final report distributed in September. The project is funded by contributions from the six state libraries.

August, 1973

SLICE OFFICE PROGRESS REPORT: JULY

B. *The CELS Project*

Allie Beth Martin received several responses and reactions to the report "Continuing Education for Librarians in the Southwest: A Survey and Recommendations", which was mailed to 23 reviewers in June.

Dr. Elizabeth Stone was awarded the contract from the National Commission on Libraries and Information Sciences to do the National Study on Continuing Education for Librarians. Mrs. Martin will serve as a consultant on this project which will use the data and findings from the CELS study.

The final CELS report, with recommendations, is now scheduled for SWLA Board (and SLICE Council) final review during October.

December, 1973

LEADERSHIP TRAINING INSTITUTE

The Executive Secretary of SWLA was fortunate to have been able to distribute copies of the CELS Summary and Recommendations insert from the October *SWLA Newsletter* to all participants. This Report generated comments and general interest. Our efforts in the area of continuing education are being watched as a guide to other programs being considered at this time.

Elizabeth Stone and Ruth Patrick, who are engaged in a project to determine how continuing education opportunities can be made available to library staffs "who need and wish to continue a lifetime of learning" for the NCLIS (National Commission on Libraries and Information Science), reviewed the nature of their study. Allie Beth Martin is a member of the Advisory Board of this project. Dr. Patrick discussed some of the preliminary findings of the project which is scheduled for completion on March 29, 1974.

The brainstorming activity isolated three priority areas in continuing education to which associations should contribute: (1) participation in a dynamic information exchange; (2) participation in program design; (3) creation and implementation of incentives for continuing education.

SWLA through its CELS Project seems well ahead of the field. Marion Mitchell

PRESIDENT'S UTTERINGS

Please read the *CELS Report*, a unique response to what librarians in our six state region have listed consistently as their first priority. The competent hands of SLICE Office Director Maryann Duggan is evidenced in the survey and recommendations for action. This gives we in the Southwest a blueprint for implementation that can be successful, but only through widespread involvement; *that means you and me!*

First, read the "off-colored" orange foldout in the October 1973 issue of the *SWLA Newsletter*. And then write to any SWLA officer, staff member, or committee member to express your thoughts on the topic, recommendations, and suggested ways of implementing continuing library education in Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Summary of Institute Proposal and Plan of Operation

by

Donald D. Foos

INTRODUCTION

The Southwestern Library Association (SWLA) is firmly committed to a leadership role in developing a program of continuing education for library personnel in its member states of Arizona, New Mexico, Oklahoma, Texas, Arkansas, and Louisiana. The decision to assume this responsibility was made by the SWLA Executive Board on October 4, 1973, when it accepted a report, with recommendations of a factual survey of continuing library education needs in the Southwest by Allie Beth Martin and Maryann Duggan. Continuing education is a subject which has been on SWLA's agenda for more than two years and has been an active project of the SWLA Southwestern Library Insterstate Cooperative Endeavor (SLICE) Office since 1972.

In the Continuing Education for Library Staffs in the Southwest (CELS): A Survey with Recommendations by Martin and Duggan, continuing education is defined to include any kind of learning or teaching which extends or builds upon previous education and experience, or any education which an individual perceives will enhance his or her total job competence.

The CELS report stems from discussions of regional needs in which continuing education of library personnel was repeatedly identified as having the highest priority and a need that might be met more effectively and economically on a cooperative interstate basis. The SLICE Office of the Southwestern Library Association, established in 1971, with partial support from the Council on Library Resources, has provided administrative guidance for the CELS Project, a project jointly funded by the six state library agencies in SWLA.

The purpose of the CELS Project was to assess continuing education of library staffs in the six Southwestern Library Association states and to propose a plan of action designed to meet the needs of the region as perceived from a survey and study. The study is based on the assumption that although the library community purportedly places high priority on the need for continuing education, current efforts are grossly inadequate to meet the needs. It is also based on the assumption that only through evolving library staffs at all levels will it be possible to bring about the meaningful improvements in library services demanded in a changing world.

In order to accomplish this study, information on the extent and kind of continuing education of library staffs in the Southwest was collected by means of a questionnaire directed to a sample of the various components of the profession responsible for continuing education: state

library agencies, library associations, library schools, and individual libraries. Returns from the questionnaire supported the basic assumption regarding limited continuing education opportunities throughout the region. It found that isolated successful programs lack coordination and continuity and that these were often unrelated to planning and goals in the various states and individual libraries.

Following a CELS Advisory Council Meeting held in Dallas, Texas, in February, 1974, the Executive Board of SWLA selected the Graduate School of Library Science of Louisiana State University in Baton Rouge as the host institution for a proposal to be submitted to the U.S. Office of Education for support of a "Continuing Education Program Planning for Library Staffs in the Southwest" Institute. The rationale for this type of institute was based on the premise that before the instigation of region-wide continuing education programs, an institute should be conducted in the areas of program planning, development, and implementation. This institute to include: designing a survey instrument, analysis of survey findings, the development of program recommendations, the development of educational technology, identification of needs, program evaluation, etc., and participants to include representatives from all the Southwestern Library Association states, from all types of libraries, and specifically, representative members from minority and/or ethnic groups in SWLA, i.e., Arizona--Native American, Texas--Mexican American, Louisiana--Black American, etc. It was further assumed that participants in the institute would in effect become trainers and conduct similar type institutes through their respective state library agencies, library schools, state library associations, etc., in their respective states.

The LSU Graduate School of Library Science, accredited continuously since 1931 by the American Library Association, and most recently under ALA's Standards for Accreditation, 1972 (January 21, 1974), as an integral part of SWLA was selected as the representative of the library schools in SWLA, with the assumption that library educators are expert in the educational process, and continuing education is a natural component of the broad field of library education. It was further assumed that through the university system, a greater array of supportive instructional personnel would be available to assist in the institute, and that the learning process would be facilitated by the availability of materials, resources, facilities, etc., on the campus of a major university.

GOALS

The goals of the Institute were to recruit and train representatives from the SWLA states in the process of planning, developing and implementing continuing education programs for library staffs through a structured instructional program dealing with survey instrument design; survey findings analysis; development of summary conclusions and

recommendations; development of educational technology; needs assessment; program planning; program design; methods of program implementation; and program evaluation. Through the instructional program, participants received instruction in the areas of psychology of the adult and adult learning. The overall goal of the Institute was to provide a program that could be transferred by the participants to their respective states, and in turn, to conduct similar programs on state and local levels, under the auspices of their respective state library agencies, library schools, and libraries.

Recruitment to the program was conducted in a manner that insured that all SWLA states were represented by type of library, (except school libraries which was only represented by the State of Texas), and by type of representative minority and/or ethnic group within the region. Recruitment was directed toward middle-management personnel in each type of library, etc., and in the overall design of the program, minority and/or ethnic characteristics were briefly identified in the needs assessment part of the Institute. The primary purpose of the Institute was to train the participant in the successful method of planning, developing, and implementing of continuing education programs for library staffs. Individual subject fields, i.e., cataloging, classification, reference, collection development, etc. within library science were not covered in-depth, but an overview of library science was presented with instruction in developing resources, materials, facilities, etc., and in the identification of resource personnel. It was projected that an institute of this type could be expanded, adapted, or modified to meet library staff needs in all types of libraries.

Participants in the program were exposed to experiential learning techniques, i.e., simulation, role playing, action maze, etc., and were instructed in the development of similar techniques for application to continuing education activities. Presentations on educational television. cable television, video-tapes, workshops, etc., methodologies were presented with the goal being the future utilization of these by the Institute Participants in specific continuing education for library staffs programs.

A halo goal could be achieved in that Participants through effective utilization of the institute program design have the means for the construction of continuing education programs for library staffs in each respective state. The library staffs through their participation in continuing education programs could learn the methodology and techniques of planning continuing education programs, and in turn could plan more effective library service programs for their individual library communities.

PARTICIPANTS

Participants (Form 19) from each of the six states in the Southwestern Louisiana Association,--a total of thirty-five participants

were selected from middle-management positions representing all types of libraries, academic, school, special, public, and state. Priority was given to applicants representing minority and/or ethnic groups within the SWLA region. Participants received a $75 per week stipend, or $150 for the two-week institute with a $15 per week dependency allowance per dependent prorated on the basis of a five-day week. Participants were exempt from all tuition and other required fees, but he/she was responsible for the cost of his/her room and board.

CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

Position determined the eligibility of Participants, in that the Institute was designed to provide training to personnel in middle-management positions in each type of library, who had or will have the responsibility for conducting continuing education programs for library staffs. Priority was given to members of representative minority and/or ethnic groups in the SWLA states. No specific educational level, nor specific academic subject field was required. The Institute Director with the assistance of a SWLA Selection Committee made the final selection at a called meeting during the ALA Midwinter (January, 1975) Conference in Chicago, Illinois.

PROJECTED INSTITUTE PROGRAM AS SUBMITTED

Monday, March 17, 1975

9:00 - 10:00 a.m.	Registration
10:00 - 11:30 a.m.	Welcome and Program Overview Provost and Vice-Chancellor for Academic Affairs, Paul Murrill Dean Donald D. Foos
1:30 - 4:30 p.m.	Continuing Library Education Programs in the Southwest--An Overview Allie Beth Martin Document: Continuing Education for Library Staffs in the Southwest (CELS): A Survey with Recommendations

Tuesday, March 18, 1975

9:00 - 11:30 a.m.	NCLIS Study of Continuing Education Elizabeth Stone Document: Report of the NCLIS Study of Continuing Education

1:30 - 3:00 p.m.
Staff Survey Development by Type of Library
A. Public Libraries--Donald D. Foos
B. State Libraries-- Sallie Farrell

3:30 - 5:00 p.m.
Staff Survey Development by Type of Library
A. Academic Libraries--Charles D. Patterson
B. Special Libraries--Katherine L. Haas
C. School Libraries--Marie L. Cairns

Wednesday, March 19, 1975

9:00 - 10:30 a.m.
Staff Survey Development by Type of Function
A. Public Services--Donald D. Foos
B. Technical Services--Francis L. Miksa
C. Automated Services--Robert K. Dikeman

11:00 - 12:30 p.m.
Survey Instrument Design
David W. Smith

1:30 - 3:00 p.m.
Survey Instrument Design
David W. Smith

3:30 - 5:00 p.m.
Survey Findings Analysis
David W. Smith

Thursday, March 20, 1975

9:00 - 10:30 a.m.
Development of Summary Conclusions and Recommendations
David W. Smith

11:00 - 12:30 p.m.
Development of Summary Conclusions and Recommendations
David W. Smith

1:30 - 3:00 p.m.
Development of Educational Technology
A. Video Tapes--Charlie Roberts
B. Cable TV--Charlie Roberts
C. Educational TV--Charlie Roberts

3:30 - 5:00 p.m.
Development of Educational Technology
A. Telelectures--Charlie Roberts
B. Audio-visuals--Charlie Roberts
C. Learning Packages--Charlie Roberts

Friday, March 21, 1975

9:00 - 10:30 a.m.	Development of Educational Methodology A. Workshops--Wayne L. Schroeder B. Conferences--Wayne L. Schroeder C. Institutes--Wayne L. Schroeder D. Short Courses--Wayne L. Schroeder E. Seminars--Wayne L. Schroeder
11:00 - 12:30 p.m.	Needs Assessment Wayne L. Schroeder
2:00 - 3:30 p.m.	Needs Assessment Wayne L. Schroeder
4:00 - 5:30 p.m.	Program review and evaluation Donald D. Foos

Monday, March 24, 1975

9:00 - 10:15 a.m.	Needs Assessment--Characteristics The Black Culture--Edward Fontenette
10:30 - 11:45 a.m.	Needs Assessment--Characteristics The American Indian Culture Mary Nieball
1:00 - 2:15 p.m.	Needs Assessment--Characteristics The Mexican American Culture David W. Smith
2:45 - 4:30 p.m.	Needs Assessment--Characteristics Other minority and ethnic groups Participant Discussion with Lecturers

Tuesday, March 25, 1975

9:00 - 12:00 noon	Experiential Learning Techniques Martha Jane Zachert
1:00 - 5:00 p.m.	Experiential Learning Techniques Martha Jane Zachert

Wednesday, March 26, 1975

9:00 - 12:00 noon	Simulation Exercise in Program Development Martha Jane Zachert and Donald D. Foos

1:00 - 5:00 p.m.	Program Design Donald D. Foos

Thursday, March 27, 1975

9:00 - 12:00 noon	Program Implementation Staff
1:00 - 5:00 p.m.	Program Evaluation David W. Smith and Staff

Friday, March 28, 1975

9:00 - 12:00 noon	Individual Projects Presentation
1:00 - 5:00 p.m.	Project Evaluation and Program Evaluation

After receiving grant approval notification from the U.S. Office of Education, a number of lecture personnel changes in the Institute program were necessitated by new committments being made on some of the projected Institute Lecturers. Dr. Paul W. Murrill, former Provost and Vice-Chancellor for Academic Affairs was appointed Chancellor of the Louisiana State University Baton Rouge campus, and was replaced on the program by Dr. James G. Traynham, Vice-Chancellor for Advanced Studies and Research. Ms. Peggy O'Donnell, the recently appointed SWLA CELS Coordinator was added to the program, as was Mrs. Marion M. Mitchell, the Executive Secretary of SWLA. Dr. Elizabeth Stone of Catholic University had to cancel because of a pending American Library Association (ALA) Committee on Accreditation (COA) Visitation to Catholic during the scheduled time of the Institute. Dr. Ruth Patrick, co-project director of the NCLIS Report on Continuing Library and Information Science Education was invited as Dr. Stone's replacement on the Institute program. Mr. Edward J. Fontenette of Atlanta University also cancelled because of a pending ALA COA Visitation to Atlanta, and he made arrangements for Ms. Dorothy Davis of Southern University in Baton Rouge to present his paper during the Institute. Dr. Julie Virgo of the Medical Library Association was an added feature to the Institute Program, as she was a LSU Graduate School of Library Science Colloquium speaker scheduled during the Institute Program period. Other internal program rearrangements were necessitated by conflicting committments on the part of some of the Institute Lectureres. Ms. S. Janice Kee, Dallas (Texas) HEW Regional Library Services Program Officer was added to the program at a later date, as was the visit to the Louisiana State Library. The following represents the Program as given to the Institute Participants and Lecturers on March 17, 1975.

INSTITUTE

on

CONTINUING EDUCATION PROGRAM PLANNING FOR LIBRARY STAFFS
IN THE SOUTHWEST

PROGRAM

Monday, March 17, 1975 - International Rooms A & B, LSU Union

9:00 - 10:00 a.m. Registration
Donald D. Foos, Institute Director
Marion M. Mitchell, SWLA Executive Secretary

10:30 - 11:45 a.m. Welcome and Program Overview
Dr. James G. Traynham, Vice-Chancellor for Advanced Studies and Research
Marion M. Mitchell, Executive Secretary, SWLA
Peggy O'Donnell, CELS Coordinator, SWLA
Donald D. Foos, Institute Director

1:30 - 4:30 p.m. Continuing Library Education Programs in the Southwest - An Overview
Allie Beth Martin, Director, Tulsa City-County Library System

Document: Continuing Education for Library Staffs in the Southwest (CELS): A Survey with Recommendations by Allie Beth Martin and Maryann Duggan.

Tuesday, March 18, 1975 - International Rooms A & B, LSU Union

9:00 - 11:30 a.m. NCLIS Report of Continuing Library and Information Science Education - An Overview
Dr. Ruth M. Patrick, Coordinator of Continuing Education, School of Information Studies, Syracuse University

Document: Continuing Library and Information Science Education: A Final Report for the National Commission on Libraries and Information Science by Elizabeth Stone, Ruth Patrick, and Barbara Conroy.

1:30 - 2:00 p.m. Staff Survey Development by Type of Library: School
Dr. Patsy Perritt, Assistant Professor, Graudate School of Library Science, LSU

2:00 - 2:30 p.m.	Staff Survey Development by Type of Function: Technical Services Dr. Francis L. Miksa, Assistant Professor, Graduate School of Library Science, LSU
2:30 - 3:00 p.m.	Staff Survey Development by Type of Function: Automated Services Dr. Robert K. Dikeman, Assistant Professor, Graduate School of Library Science, LSU
3:30 - 4:00 p.m.	Staff Survey Development by Type of Library: Public and State Dr. Donald D. Foos, Dean, Graduate School of Library Science, LSU
4:00 - 4:30 p.m.	Staff Survey Development by Type of Library: Academic Dr. Charles D. Patterson, Associate Professor, Graduate School of Library Science, LSU

Wednesday, March 19, 1975 - International Rooms A & B, LSU Union

9:00 - 9:30 a.m.	Staff Survey Development by Type of Function: Children and Young Adult Services Dr. Marie L. Cairns, Assistant Dean, Graduate School of Library Science, LSU
9:30 - 10:00 a.m.	Staff Survey Development by Type of Function: Public and Adult Services Dr. Donald D. Foos, Dean, Graduate School of Library Science, LSU
10:00 - 10:30 a.m.	Staff Survey Development by Type of Library: Special Dr. Robert K. Dikeman, Assistant Professor, Graduate School of Library Science, LSU
11:00 - 12:00 noon	Introduction to Survey Instrument Design Dr. David W. Smith, Assistant Professor, Department of Experimental Statistics, LSU
1:30 - 3:00 p.m.	Survey Instrument Design Dr. David W. Smith
3:30 - 4:30 p.m.	Survey Findings Analysis Dr. David W. Smith
7:30 - 9:00 p.m.	Louisiana State Library and Baton Rouge Library Club (Social and Tour) "The Sum of Many Small Victories," by Miss Sallie Farrell, Louisiana State Librarian (Transportation to be furnished by members of the Baton Rouge Library Club.)

Thursday, March 20, 1975 - International Rooms A & B, LSU Union

9:00 - 10:15 a.m.	Development of Summary Conclusions and Recommendations Dr. David W. Smith
10:45 - 12:00 noon	Development of Educational Technology: Video Tapes, Cable TV, and ETV. Dr. Charlie Roberts, Associate Professor, Department of Education, LSU
1:30 - 3:00 p.m.	Development of Educational Technology: Telelectures, Audio-Visuals, and Learning Packages Dr. Charlie Roberts
3:30 - 5:00 p.m.	Continuing Education Programs for Medical Librarians - An Overview Dr. Julie Virgo, Director of Medical Library Education, Medical Library Association

Friday, March 21,1975 - International Rooms A and B, LSU Union

9:00 - 10:00 a.m.	Development of Educational Methodology: Workshops, Conferences, Institutes, Short Courses and Seminars Dr. Wayne L. Schroeder, Professor and Assistant Head, Department of Adult Education, Florida State University
10:00 - 12:30 p.m.	Needs Assessment Dr. Wayne L. Schroeder
2:00 - 4:00 p.m.	Needs Assessment Dr. Wayne L. Schroeder
4:00 - 4:30 p.m.	Program Review and Evaluation Donald D. Foos, Institute Director

Monday, March 24, 1975 - LSU Library, GSLS, Room 230C

9:00 - 10:15 a.m.	Needs Assessment - Characteristics: The Black American Culture Ms. Dorothy Davis, Southern University
10:45 - 12:00 noon	Needs Assessment - Characteristics: The American Indian Culture Dr. Mary Neiball, Odessa (Texas) College Library
1:30 - 2:45 p.m.	Needs Assessment - Characteristics: The Mexican American Culture Dr. Arnulfo D. Trejo, Professor, Graduate Library School, University of Arizona

3:15 - 4:30 p.m.	Needs Assessment - Characteristics: Other minority and ethnic groups in the Southwest Participant Discussion with Lecturers and Institute Director

Tuesday, March 25, 1975 - LSU Library, GSLS, Room 230C

9:00 - 10:00 a.m.	Introduction to Experiential Learning Techniques (Game Demonstration: SLAG and Negotiation) Dr. Martha Jane K. Zachert, Professor, School of Library Science, Florida State University Dr. Donald D. Foos, Dean, LSU Graduate School of Library Science
10:15 - 11:00 a.m.	Objectives of Simulation Learning: The Simulation Learning System Dr. Martha Jane K. Zachert
11:00 - 12:00 noon	Action Maze Demonstration
1:00 - 2:00 p.m.	The Teacher's Role in Simulation Learning The Student's Role in Simulation Learning Dr. Martha Jane K. Zachert
2:00 - 2:30 p.m.	Validity in Experiential Methdologies Dr. Martha Jane K. Zachert
2:45 - 3:45 p.m.	In-Basket Exercise Demonstration
3:45 - 5:00 p.m.	Roleplay Demonstration

Wednesday, March 26, 1975 - LSU Library, GSLS, Room 230C

9:00 - 9:45 a.m.	Design of Experiential Materials Dr. Martha Jane K. Zachert Dr. Donald D. Foos
10:15 - 12:00 noon	Program Design Dr. Donald D. Foos Dr. Martha Jane K. Zachert
1:00 - 2:45 p.m.	KEG: Kontinuing Education Game
3:00 - 3:30 p.m.	Critique of Game Design
3:30 - 5:00 p.m.	Individual and Group Work on Experiential Design

Thursday, March 27, 1975 - LSU Library, GSLS, Rooms 230A, C and D

9:00 - 12:00 noon	Program Implementation Staff
1:00 - 5:00 p.m.	Program Evaluation Dr. David W. Smith and Staff

Friday, March 28, 1975 - LSU Library, GSLS, Room 230C

9:00 - 12:00 noon	Individual State Continuing Education Projects Presentation
1:00 - 3:00 p.m.	Project Evaluation and Program Evaluation Dr. Donald D. Foos, Institute Director and Staff
3:30 p.m.	HEA Title II-B Institutes in the Southwest - An Overview Ms. S. Janice Kee, Regional Library Services Program Officer, H.E.W., Dallas, Texas

Following a group session evaluation of the Institute program with the Participants and the Institute Director on Friday, March 21, 1975, the second week of the Institute Program was redesigned according to the recommendations and input of the Institute Participants. The following is the redesigned program as scheduled for the week March 24-28, 1975.

Redesigned

Monday, March 24, 1975 - LSU Library, GSLS, Room 230C

9:30 - 11:00 a.m.	Panel on Needs Assessment: Characteristics Ms. Dorothy Davis, Southern University (The Black American Culture) Dr. Mary Nieball, Odessa College Library (The Native American Culture) Dr. Arnulfo D. Trejo, University of Arizona Graduate Library School (The Chicano Culture)
11:00 a.m. - 12:15 p.m.	Individual Sessions The Black American Culture (Davis) GSLS Room 230C The Native American Culture (Nieball) GSLS Room 230D The Chicano Culture (Trejo) GSLS Room 230A

1:15 - 1:45 p.m.	LSU Library Tour
2:00 - 4:30 p.m.	Program Design Dr. Donald D. Foos, Dean, LSU Graduate School of Library Science
7:00 - 9:00 p.m.	Individual State Meetings, Pleasant Hall

Tuesday, March 25, 1975 - LSU Library, GSLS, Room 230C

9:00 - 10:00 a.m.	Introduction to Experiential Learning Techniques (Game Demonstration: SLAG and Negotiation) Dr. Martha Jane K. Zachert, Professor, School of Library Science, Florida State University
10:15 - 11:00 a.m.	Objectives of Simulation Learning: The Simulation Learning System (Zachert)
11:00 - 12:00 noon	Action Maze Demonstration (Zachert)
1:00 - 2:00 p.m.	The Teacher's Role in Simulation Learning The Student's Role in Simulation Learning Dr. Martha Jane K. Zachert
2:00 - 2:30 p.m.	Validity in Experiential Methodologies Dr. Martha Jane K. Zachert
2:45 - 3:45 p.m.	In-Basket Exercize Demonstration (Zachert)
3:45 - 5:00 p.m.	Roleplay Demonstration (Zachert)
7:00 - 9:00 p.m.	Individual State Meetings, Pleasant Hall

Wednesday, March 26, 1975 - LSU Library, GSLS, Room 230C

9:00 - 11:00 a.m.	KEG: Kontinuing Education Game (Zachert and Foos)
11:00 - 12:00 noon	Critique of Game Design
1:30 - 2:30 p.m.	Design of Experiential Materials Dr. Martha Jane K. Zachert
3:00 - 5:00 p.m.	Program Design and Implementation Dr. Donald D. Foos, Dean, LSU Graduate School of Library Science
7:00 - 9:00 p.m.	Individual State Meetings, Pleasant Hall

Thursday, March 27, 1975 - LSU Library, GSLS, Room 230C

9:00 - 12:00 noon	Individual State Continuing Education Projects Presentation Ms. Peggy O'Donnell, CELS Coordinator
1:00 - 1:30 p.m.	HEA Title II-B Institutes in the Southwest - An Overview Ms. S. Janice Kee, Regional Library Services Program Officer, H.E.W., Dallas, Texas
1:30 - 5:00 p.m.	Institute Program Evaluation Dr. Donald D. Foos and Dr. David W. Smith
7:30 p.m.	Commencement and Reception

Friday, March 28, 1975 - LSU Library, GSLS Office

9:30 a.m. - 3:00 p.m.	Individual Meetings with Institute Director and Staff

FACILITIES AND RESOURCES

It was projected that Institute meetings would be held in the LSU Graduate School of Library Science classrooms, and the LSU Continuing Education Center (Pleasant Hall) meeting rooms. Housing for individual participants and lecturers was also projected for the LSU Continuing Education Center. Due to the uniqueness of the institute grant proposal submitted to the US Office of Education, in that the Southwestern Library Association was the "official" applicant, and Louisiana State University was the "host institution", bureaucratic confusion (it didn't fit the mold concept) reined, and the payment of the "Institutional Support" portion of the grant proposal was deleted in Washington, D. C. This situation was clarified by a number of long distance telephone calls and "Institutional Support" payment was approved by USOE approximately one month prior to the Institute. As a consequence, the Institute Director was unable to "officially" secure meeting rooms, housing, etc., on campus until this payment was approved, therefore, it was necessary to secure housing for participants during the first week at the Prince Murat Inn in Baton Rouge, and secure rooms for Institute meetings for the first week in the LSU Union. (As indicated in the "Evaluation" section of this document, both the Prince Murat Inn and the meeting rooms in the LSU Union did not meet the needs of the Institute participants.) Further complications arose at the beginning of the second week while moving participants into the LSU Continuing Education Center, in that, instead of reserved "single" rooms, all participants were doubled-up by Center personnel.

Food was available at modest cost in the LSU Union, LSU Union Plantation Room and in nearby "Tigertown." All participants rated the quality of the food and prices as being "excellent." Parking on campus was available for all participants.

LIBRARY SCHOOL FACILITIES AND RESOURCES

The LSU Graduate School of Library Science is housed on the second floor of the University Library, and also has faculty offices in Himes Hall (College of Business Administration). Its present quarters consist of the administrative suite of the School, offices for the dean, assistant dean, and each member of the faculty, a multi-purpose administrative office, five classrooms, a student lounge, and a Library Science Library. Individual study carrels were available in the Library Science Library. Additional classrooms on campus were available as needed. An audio-visual laboratory in the College of Education was not available during this period. Two wet study carrels located in the Library Science Library were available. Institute participants had full use of the library school quarters and facilities. Temporary LSU library borrowing priviledges were extended to all Institute participants for the two-week period. Typing and reproduction of materials, i.e., individual state plans, etc., was available and utilized during the Institute period.

LIBRARY SCIENCE COLLECTION

Books:	
Professional (library science)	17,322
Reference Collection	1,420
Cataloging Collection	1,024
YP Collection	7,901
YA Collection	978
Encyclopedias and Yearbooks	556
Total Books:	24,201
Periodicals (bound volumes):	
Library Science	5,924
Library Reports	653
Total Periodicals:	6,577
Total Books and Bound Periodicals:	30,778
Current Periodical Titles (Subscriptions):	
Library Science	992
Library Reports	397
Uncataloged Serials	158
Total Periodical Titles:	1,547
Library Reports by Title:	
College and University	96
Public	116
County and Regional	70
Special	32
State	50
Foreign	32
Total Library Report Titles:	396

UNIVERSITY'S TOTAL LIBRARY COLLECTION

As of June 30, 1974 the total in volumes in the LSU University Library was 1,482,486. In addition to the University Library, participants had available to them on campus the resources of the Law School Library, the Chemistry Library, and the College of Education Laboratory School Library.

STAFF

Institute Director

Donald D. Foos, Associate Professor of Library Science and Dean, Graduate School of Library Science, Louisiana State University

Administrative Assistant

Mrs. Marion Mitchell, Executive Secretary, Southwestern Library Association, Dallas, Texas

Secretary

Teresa Beck, LSU Pre-Law Student (Full-time for two weeks)

Lecturers

Marie L. Cairns, Assistant Professor and Assistant Dean, Graduate School of Library Science, Louisiana State University

*Robert K. Dikeman, Assistant Professor, Graduate School of Library Science, Louisiana State University (responsible for section on special library needs assessment originally scheduled for Katherine Haas)

Francis L. Miksa, Assistant Professor, Graduate School of Library Science, Louisiana State University

Charles D. Patterson, Associate Professor, Graduate School of Library Science, Louisiana State University

*Edward J. Fontenette, Assistant Dean, School of Library Service, Atlanta (Georgia) University (replaced by Dorothy Davis, Southern (Baton Rouge) University)

Mary Neiball, Librarian, Odessa (Texas) College Library

*Elizabeth W. Stone, Chairman and Professor of Library Science, Department of Library Science, Catholic University, Washington, D. C. (replaced by Ruth Patrick, Syracuse University)

David W. Smith, Assistant Professor of Experimental Statistics, Louisiana State University

Charlie Roberts, Associate Professor of Education and Advisor, Graduate Division of Education Instructional Media Program, Louisiana State University

Martha Jane Zachert, Professor of Library Science, School of Library Science, Florida State University

Wayne L. Schroeder, Professor of Adult Education, Florida State University

Allie Beth Martin, Executive Director, Tulsa (Oklahoma) City-County Libraries

*Sallie Farrell, State Librarian, Louisiana State Library (rescheduled during visit to Louisiana State Library)

*Patsy Perritt, Assistant Professor, Graduate School of Library Science, Louisiana State University (added to the program at a later date)

*Julie Virgo, Director of Education, Medical Library Association, Chicago, Illinois (scheduled colloquium speaker added to the program)

*S. Janice Kee, HEW Regional Library Services Program Officer, Dallas, Texas (added to program at a later date)

*Arnulfo D. Trejo, Professor of Library Science, Graduate Library School, University of Arizona, Tucson (added to the program at a later date).

*program changes

COMMITTEES

The Institute Director and the Administrative Assistant were responsible for the administrative aspects of the program. The Institute Director with some members of the Executive Board of the Southwestern Library Association, the Chairperson of the SWLA SLICE Advisory Council, the SWLA CELS Coordinator, and the SWLA Executive Secretary served as an Advisory Committee. Representative members of the SWLA Executive Board, the SWLA SLICE Advisory Council, the SWLA CELS Advisory Council, the CELS Coordinator, and the Institute Director served as an Institute Participant Selection Committee.

ACTIVITIES

No other activities, i.e. observation and/or research experiences, etc., were planned for Institute participants other than that an individual continuing education program was to be developed by each participant during the two-week Institute period. This individual assignment was changed to that of each state group developing an individual proposed or recommended state continuing library education program plan for each of the six states in the Southwestern Library Association area. The state plan project was coordinated by the SWLA CELS Coordinator.

During the Institute period, several of the presentations provided opportunities for the participants to work in group sessions. Other presentations had individual task assignments. Outside activities included a visit to the Louisiana State Library, meeting with the Baton Rouge Library Club; a tour of the LSU Library; an all day social-tour, etc., on Saturday, March 22, 1975 sponsored by the Bayouland Library System, and a reception at the home of the Institute Director on the last evening, March 27, 1975, of the Institute. During the two week period, a number of participants visited New Orleans, etc., and sampled the cuisine in the Baton Rouge area.

EVALUATION

Individual presentation and program questionnaires (Forms 17 and 18) were developed to measure effectiveness levels of specific points in the program and are reported in the "EVALUATION" section of this document. Two group session evaluations were held, one at the end of the first week, and one on the last day of the program. The effects of these sessions are seen in the redesign of the program for the second week, and also are reflected in the "EVALUATION" section of this document. A Proceedings of the Institute, including Evaluation reports were compiled and furnished to each Institute participant and to the U.S. Office of Education. Copies of the Proceedings were sent to all ALA Accredited Library Schools, and to major university, public, special, and school libraries, state library agencies and library schools in the Southwestern Library Association area.

Southwestern Library Association Newsletter

October, 1973

LIBRARY NETWORKS

The two major topics of the Friday afternoon SLICE Council meeting were bibliographic networks and the recommendations of the CELS Project. The SLICE Council:

(11) Voted to accept the CELS (Continuing Education for Library Staffs in the Southwest) Project recommendations, presented by Allie Beth Martin and reprinted on the enclosed insert.

EXECUTIVE BOARD ACTION

The Executive Board of the Southwestern Library Association met on Friday, October 5, at the Ramada Inn-Love Field, Dallas. Those attending were: Pearce Grove, Heartsill Young, James Cookston, Lee Brawner, Allie Beth Martin, Maryann Duggan, Coleen Salley, Chris Thomas, Jerre Hetherington, Sam Dyson, Margie Lynch, Frances Neal, Alice Gray, Nancy Eaton, John Hinkle, Maurine Gray, Richard O'Keefe, David Ince, Elizabeth Geis, Michael Bruer, Bill Gooch, Norris Maxwell, Emil Frey, Don Hendricks, Janice Kee and Marion Mitchell.

The Board took action on the following items:

(1) Accepted the CELS Report of Allie Beth Martin, as approved by the SLICE Council, and committed $1000 of SWLA funds toward the implementation of the Report.

(2) Approved the appointment of a CELS Advisory Council, as requested in the CELS Report.

(3) Approved allocating the $500 balance in the ALA Chapter Relationships Project account to cover the costs of reproduction of the summary and recommendations of the CELS Report

(6) Approved establishing the following Task Forces and Interest Groups:

(a) Task Force on Non-Print Media. Chairman, Jay B. Clark, 500 McKinney, Houston, Texas 77002. A pre-conference Institute on cataloging non-print media is planned. $1,500 was approved to plan the Institute, to be repaid from the revenues of the Institute.

(b) Bibliographic Network Task Force. Chairman, David Ince, Chief, Administrative Services Dept., General Library, University of New Mexico, Albuquerque, New Mexico, 87131.

(c) CELS Project Interest Group.

PARTICIPANTS OVERVIEW

by

Donald D. Foos

APPLICATIONS

Up until January 15, 1975, sixty-seven (67) letters of interest requesting application forms and institute information were received. As a result, thirty-nine (39) applications were received: sixteen (16) from Louisiana, seven (7) from New Mexico, five (5) from Arizona, five (5) from Oklahoma, three (3) from Arkansas, and three (3) from Texas. By type of library institution, twelve (12) were from public librarians, thirteen (13) from academic librarians, four (4) from special librarians, five (5) from state library personnel, two (2) from library school faculty members, two (2) from systems librarians, one (1) from a library association representative, and none (0) from school librarians. Shortly following action by the SWLA Selection Committee, one (1) public librarian withdrew due to library board request. Further recruitment efforts were made in Arkansas and Texas. Minority and/or ethnic representation was included in the selection of four candidates by the SWLA Selection Committee.

Following announcement of candidate selection, two (2) academic librarians, one (1) special librarian, and two (2) public librarians cancelled. Cancellations included two (2) representatives of minority groups. Illness and increased work responsibility caused cancellations on the part of two (2) alternate candidates, who were academic librarians, one of which represented a minority group.

APPICATIONS N=39

By State

Arizona: 5

- Academic: 1
- Public: 2
- Library School: 1
- State: 1

Arkansas: 3

- Public: 3

Louisiana: 16

- Academic: 6
- Public: 4
- State: 2
- Special, Black Heritage: 1
- Library Association: 1
- System: 2

New Mexico: 7

- Academic: 4
- State: 1
- Special, Law: 1
- Public: 1

Oklahoma: 5

- Public: 2
- Academic: 1
- Special, Medical: 1
- Library School: 1

Texas: 3

- Academic: 1
- Special, Leg. Ref.: 1
- State: 1

28

By type of Library Institution

Academic: 13

- Arizona: 1
- Louisiana: 6
- New Mexico: 4
- Oklahoma: 1
- Texas: 1

Public: 12

- Arizona: 2
- Arkansas: 3
- Louisiana: 4
- New Mexico: 1
- Oklahoma: 2

Systems: 2

- Louisiana: 2

State: 5

- Louisiana: 2
- New Mexico: 1
- Texas: 1
- Arizona: 1

School: 0

Library School: 2

- Oklahoma: 1
- Arizona: 1

Special: 4

- Louisiana: 1
- New Mexico: 1
- Oklahoma: 1
- Texas: 1

Library Association: 1

- Louisiana: 1

SELECTION

The final selection included: six (6) academic librarians, eight (8) public librarians, four (4) state library personnel, five (5) special librarians, one (1) school librarian, two (2) library school faculty members, and two (2) systems librarians for a total of twenty-eight. Invitations for non-stipended participation were issued to one (1) academic librarian, two (2) public librarians, two (2) state librarians, and one (1) library association representative which were accepted by all of the invitees. During registration, three non-stipended participants; two (2) academic librarians, and one (1) public librarian were awarded stipends for a total of thirty-one (due to administrative error, one additional stipend was awarded).

PARTICIPANTS

Final Participants included nine (9) public librarians, eight (8) academic librarians, five (5) special librarians, four (4) state library personnel, two (2) systems librarians, two (2) library school faculty members, and one (1) school librarian. Non-stipended participants included one (1) public librarian, two (2) state library personnel, and one (1) library association representative. Only Texas was represented by all types of library personnel, academic, public, school, special, and state. All states, except Oklahoma were represented by state library personnel. The largest representation was public librarianship with nine (9) stipended participants and one (1) non-stipended participant, followed by academic librarianship with eight (8). Louisiana had the largest representation with five (5) stipended participants and four (4) non-stipended participants, but Oklahoma with seven (7) represented the largest stipended state. Arizona with two (2) represented the smallest. Arizona had the largest number of last minute cancellations.

PARTICIPANTS N=31+(4)*=35

By State

Arizona: 2

- State: 1
- Library School: 1

Arkansas: 5

- Public: 3
- Special, Medical: 1
- State: 1

Louisiana: 5 (4)*

- Academic: 2
- Public: 1 (1)*
- System: 2
- State: (2)*
- Library Association (1)*

New Mexico: 6

- Academic: 3
- Special, Law: 1
- State: 1
- Public: 1

Oklahoma: 7

- Public: 3
- Special, Medical: 2
- Library School: 1
- Academic: 1

Texas: 6

- Academic: 2
- Special, Leg. Ref: 1
- School: 1
- State: 1
- Public: 1

By Type of Library Institution

Academic: 8

- Louisiana: 2
- New Mexico: 3
- Oklahoma: 1
- Texas: 2

Public: 9 (1)*

- Arkansas: 3
- New Mexico: 1
- Oklahoma 3
- Texas: 1
- Louisiana: 1 (1)*

State: 4 (2)*

- Arizona: 1
- Arkansas: 1
- Louisiana: (2)*
- New Mexico: 1
- Texas: 1

Special: 5

- Arkansas: 1
- New Mexico: 1
- Oklahoma: 2
- Texas: 1

School: 1

- Texas: 1

Library School: 2

- Arizona: 1
- Oklahoma: 1

Library Association: (1)*

- Louisiana: (1)*

System: 2

- Louisiana: 2

*non-stipended participant

PLACE OF BIRTH

Sixteen (45.8%) of the thirty-five participants were born in five of the six states in the Southwestern Library Association (SWLA) area, which also represents the region (Southwest) with the largest number of Institute participants. All SWLA states were represented by place of birth except Arizona. Seventeen states and one foreign country were represented by the participants with Texas leading with six followed by Louisiana with four. Fourteen (40%) of the participants came from small cities, ten (28%) from large cities, six (17.2%) from middle-sized cities, and five (14.3%) from rural areas.

By Region N=35

Southwest: 16 (45.8%)

- Texas: 6
- Louisiana: 4
- Arkansas: 3
- Oklahoma: 2
- New Mexico: 1

Southeast: 5(14.3%)

- Mississippi: 3
- Georgia: 1
- Alabama: 1

Midwest: 5 (14.3%)

- Illinois: 2
- Kansas: 2
- Nebraska: 1

West: 3 (8.7%)

- Colorado: 2
- California: 1

East: 3 (8.7%)

- New Jersey: 2
- Maine: 1

Northwest: 1 (2.7%)

- Minnesota: 1

Far Northwest: 1 (2.7%)

- Oregon: 1

Foreign: 1 (2.7%)

- Egypt: 1

By Size N=35

City, Small: 14 (40%)

- Southwest: 8
- East: 3
- Midwest: 1
- Southeast: 1
- Northeast: 1

City, Large: 10 (28.5%)

- Southwest: 5
- West: 2
- Midwest: 1
- Southeast: 1
- Foreign: 1

City, Middle-sized: 6 (17.2%)

- Southwest: 2
- Midwest: 2
- Southeast: 1
- West: 1

Rural: 5 (14.3%)

- Southeast: 1
- Midwest: 1
- Northwest: 1

EDUCATION

Undergraduate Education. Thirty-four of the thirty-five institute participants held bachelor's degrees with ten (29%) majoring in English; four (11.5%) in Elementary Education; four (11.5%) in Library Science; and four (11.5%) in History. Nine broad academic disciplines are represented by institute participants' degrees, with Education and English representing the largest number.

Academic Subject Disciplines Represented	N=9
Education: 10	Library Science: 4
Elementary: 4	Journalism: 2
History: 1	
Education: 3	Political Science: 1
Music: 1	
Foreign Language: 1	Home Economics: 1
English: 10	Child Development: 1
History: 4	Economics: 1

Graduate Library Education. At the graduate level, thirty-one (89%) of the thirty-five institute participants held a master's degree or its equivalent (B.S. in L.S.) in Librarianship. These library degrees were awarded by fifteen library schools (A.L.A. and non A.L.A. accredited). Of the fifteen library schools represented, 48% of the degrees were awarded by the University of Oklahoma (24%) and Louisiana State University (24%). Over half (58%) of the library school graduates received their degrees since 1968, while 94% received their degrees since 1963.

Library Schools Represented N=15	Dates Library Degrees Awarded N=31	
Oklahoma: 7	1974: 1	
LSU: 7	1973: 2	
Texas: 3	1972: 7	
Denver: 2	1971: 2	
Missouri: 2	1970: 2	
Maryland: 1	1969: 1	
Kansas State: 1	1968: 3	58%
Atlanta: 1	1967: 3	
Washington: 1	1966: 3	
Mississippi: 1	1965: 3	
Indiana: 1	1964: 1	
Calif. Berkley: 1	1963: 1	94%
Oregon: 1	1956: 1	
FSU: 1	1941: 1	
Emory: 1		

Graduate Education (Other). Three of the thirty-five participants held the doctorate, while two held double masters. The doctorates represent three academic disciplines: Librarianship, English, and Higher Education, while the second master's degrees represent two: Public Administration and English. Two held the Master of Education (M.Ed.) degree in lieu of a degree in Librarianship.

Graduate Academic Subject Disciplines Represented

Doctorate: 3		Masters: 4	
Ph.D.	(English): 1	Education:	2
Ph.D.	(Higher Education): 1	English:	1
Ph.D.	(Librarianship): 1	Public Administration:	1

DATE OF BIRTH

The majority (24) of the participants were born in 1929 or after with two (2), the junior participants being born in 1950. The senior participant was born in 1914, and the average age for the group was forty (40) years. The age group with the largest (4) frequency was 1944, and the medium for the group was between 1938 and 1939.

By Year: N=35

1914:	1	Senior
1915:	1	
1917:	2	
1919:	1	
1920:	1	
1921:	3	
1926:	1	
1928:	1	
1929:	1	Majority
1931:	1	
1932:	1	
1936:	1	
1937:	1	
1938:	2	Medium
1939:	1	
1941:	3	
1943:	1	
1944:	4	
1945:	1	
1946:	1	
1947:	1	
1948:	3	
1950:	2	Junior

Frequency Range: 1914-1950

RACE

The largest majority (31) of the Institute participants' ethnic background was Caucasian American/White, with Afro American/Black following with two (2), and Spanish surnamed/American with one (1). One (1) participant was of Egyptian ethnic background. The Native American ethnic background was not represented by any participant.

By Ethnic Background: N=35

Caucasian American/White: 31

Afro American/Black: 2

Spanish Surnamed/American: 1

Other, Egyptian: 1

SEX

Sex N=35

Female: 27

Male: 8

NUMBER OF DEPENDENTS

By Number: N=35

0: 17 Average: 1

1: 8

2: 4

3: 4

4: 2

PREVIOUS HEA or NDEA INSTITUTE ATTENDANCE

Yes: 7

No: 28

LIBRARY ASSOCIATIONS REPRESENTED

All six (6) state library associations were represented by the participants. Three (3) chapters of the Special Library Association; one (1) chapter of the American Society for Information Science; one (1) regional group of the Medical Library Association; and (1) regional library association were represented. One (1) state education library association; one (1) local library association; and one (1) state library association section were also represented.

By Name: N=15

Arizona Library Association: 1
Arkansas Library Association: 2
Border Regional Library Association: 1
El Paso Public Library Association: 1
Junior Members Round Table, Louisiana Library Association: 1
Louisiana Chapter, American Society for Information Science: 1
Louisiana (Arkansas-Mississippi-Louisiana) Chapter, Special Libraries Association: 1
Louisiana Library Association: 1
New Mexico Library Association: 1
Oklahoma Library Association: 2
Rio Grande Chapter, Special Library Association: 1
South Central Regional Group, Medical Library Association: 1
Texas Chapter, Special Library Association: 1
Texas Education Library Association: 1
Texas Library Association: 1

By Type, with number* of representative participants

State: 6 (10)*

Regional: 1 (1)*

Local: 1 (1)*

Section: 1 (1)*

National, Chapter: 3 (3)*

National, Regional: 1 (1)*

HEA Title II-B Institutes in Librarianship in the Southwest: Fiscal Years 1968-1974

by

S. Janice Kee

Fiscal Year 1968

Library Service to the Disadvantaged in Schools, Elinor C. Saltus, University of Arizona, Tucson, June-August, 1968, $45,748.

Supervision and Centralized Technical Services, Norris McClellan, Louisiana State University, Baton Rouge, June-August, 1968, $38,236.

School Library as a Media Center, Norris McClellan, Louisiana State University, Baton Rogue, September, 1968- May, 1969, $39,717.

Multi-Media Resources, Evelyn G. Clement, University of Oklahoma, Norman, July, 1968, $25,748.

Critical Role of State Library Agencies, Irma Tomberlin, University of Oklahoma, Norman, June, 1968, $23,504.

Elementary School Library as a Media Center, Sarah Law Kennerly, North Texas State University, denton, July-August, 1968, $40.965.

Expanding Library Service to the Disadvantaged, Sister Jo Ann McCreedy, Our Lady of the Lake College, San Antonio, Texas, July-August, 1968, $42,405.

School Librarianship-Basic Preparation, Lesta Bates, Sam Houston State College, Huntsville, Texas, September, 1968-August, 1969, $67,430.

Fiscal Year 1969

Planning and Implementing Library Automation Programs, S.A. Dyson, Louisiana Polytechnic Institute, Ruston, June, 1969, $25,382.

Problems in Selection, Production, Organization and Use of Educational Media, Norris McClellan, Louisiana State University, Baton Rouge, July, 1969, $20,084.

Concept of Systems of Libraries, Shirley Stephenson, Louisiana State University, Baton Rouge, October, 1969, $18,363.

Investigation and Study of Selection, Production and Utilization of Newer Educational Media, Charlie Roberts, Louisiana State University, Baton Rouge, September, 1969-January, 1970, $28,988.

Modifying the Role of School Libraries to Meet Needs of a Changing Society, Oliver Hensley, Northeast Louisiana State College, Monroe, June-July, 1969, $50,327.

Establishment of a Local Educational Information Center, Everett Edington, New Mexico State University, Las Cruces, July, 1969, $10,318.

Teacher-Librarian Teamwork in the Elementary Media Center, Myra Cunningham, Central State College, Edmon, Oklahoma, June-July, 1969, $33,561.

Institutional Librarianship-Analysis and Challenge, Annetta Clark, Central State College, Edmond, Oklahoma, June, 1969, $19,642.

Improvement of American Indian Use of the Library, Beverly Gerard, University of Oklahoma, Norman, July-August, 1969, $21,573.

Internationalism in Curricula, Frances Carroll, University of Oklahoma, Norman, August, 1969, $34,003.

Systems and Standards for Bibliographic Controls of Media, Pearce Grove, University of Oklahoma, Norman, August, 1969-April, 1970, $40,311.

Music Librarianship, Vernon Martin, North Texas State University, Denton, June-July, 1969, $26,620.

High School Library as a Media Center, Sarah Law Kennerly, North Texas State University, Denton, July-August, 1969, $43,439.

School Librarianship-Broad Basic Preparation, Lesta Bates, Sam Houston State College, Huntsville, Texas, September, 1969-August, 1970, $67,905.

The Academically Gifted Child, Frances de Cordova, Texas Women's University, Denton, June-July, 1969, $32,223.

Fiscal Year 1970

Modifying the Role of the School Librarian in a Changing and Educational Environment, Ernest Harris, Northeast Louisiana State College, Monroe, July, 1970-February, 1971, $44,885.

Training of School and Public Librarians to Work in Communities with Large Numbers of Mexican-American and Indians, Everett D. Edington, New Mexico State University, Las Cruces, June-July, 1970, $31,891.

Implementing School Media Standards for a Unified Program of Library and Media Services, Roscoe Rouse, Oklahoma State University, Stillwater, June, 1970, $19,829.

Improvement of American Indian Use of the Library, Beverly R. Gerard, University of Oklahoma, Norman, July 1970, $24,877.

Fiscal Year 1971

Training for American Indians as School Library Specialists, Phase I, Michael C. Clark, Arizona State University, Tempe, May, 1972, $85,000.

Improvement of Library Services to Spanish-speaking Americans, Donald A. Riechmann, University of New Mexico, Albuquerque, September, 1971, $29,104.

Fiscal Year 1972

Training School Library Media Specialists, Phase II, Michael C. Clark, Arizona State University, Tempe, May, 1973, $85,000.

Strengthening Librarians' Ability to Respond to Needs of Minority Groups, Virginia H. Mathews, University of Oklahoma, Norman, October, 1972, $13,000.

Planning and Evaluation of Library Programs, Maryann Duggan, University of Texas, Southwestern Medical School, Dallas, October-November, 1972, $3,974.

Fiscal Year 1973

Needs, Priorities and Directions Concerning Library Service to the Spanish Speaking, Arnulfo D. Trejo, University of Arizona, Tucson, June 25-26, 1973, $6,260.

Training Library Aides in Pueblo Indian Schools, Lotsee P. Smith, University of New Mexico, Albuquerque, August, 1973-July, 1974, $66,729.

Implementing Instructional Development through Learning Resources Program, Ralph Holloway, Eastfield College, Dallas, Texas. August, 1973-July, 1974, $57,160.

Training School Library Media Specialists, Phase III, Norman C. Higgins, Arizona State University, Tempe, August, 1973-August, 1974, $104,898.

Indian Librarianship Education, Don Dickinson, University of Arizona, Tucson, August, 1973-July, 1974, $149,240.

Fiscal Year 1974

Continuing Education Program Planning for Library Staffs in the Southwest, Donald D. Foos, Southwestern Library Association and Louisiana State University, Baton Rouge, March 17-28, 1975, $11,999.

Training Library Aides in Pueblo Indian Schools, Lotsee Smith, University of New Mexico, Albuquerque, August, 1974-May, 1975, $90,000.

Correctional Institution Librarianship, Lesta Burt, Sam Houston State University, Huntsville, Texas, August 29, 1974 - August 10, 1975, $125,000.

KEE

SUMMARY, FISCAL YEARS 1968-74 INCLUSIVE

STATE	NUMBER INSTITUTES	NUMBER PARTICIPATING INSTITUTIONS	TOTAL GRANTS
Arizona	6	2	$ 476,146
Arkansas	0	0	0
Louisiana	9	3	265,982
New Mexico	5	2	138,042
Oklahoma	10	3	256,048
Texas	10	6	382,121
Totals	40	16	$1,518,339

DEVELOPING CONTINUING EDUCATION PROGRAMS FOR LIBRARY PERSONNEL

by

Wayne L. Schroeder

Introduction

Program development is essentially a matter of making decisions. Those who see it as a sequence of steps have simply clustered those decisions by function, e.g., need identification, priority setting, objective writing, etc. The potential danger of reducing program development to a series of sequential steps, however, is that by so doing its dynamic qualities may be lost. The process consists of several subsystems each one of which fulfills a unique function yet is dynamically related to every other subsystem to assure fulfillment of a larger organismic function. To develop an understanding of subsystem functions and their dynamic interrelationships is the goal of this presentation. To achieve this goal, I have decided to use a metaphor--a metaphor which likens the functional components of a tree's growth system to those of the program development process or system.

The Program Development Tree

I. Soil Base

A. Analogies

1. Topsoil--society and subsystems thereof
2. Particles--the individual
3. Fertility level--needs and problems
4. Subsoil--culture

B. Elaboration of Analogies

1. Topsoil consists of particles--society consists of individuals.
2. Soil clusters vary in fertility level--groups or subsystems of society vary in the needs and problems they exhibit.
3. Soils may be typed by their structural characteristics--societies and subsystems therein may be typed by their structural characteristics.
4. Topsoil will exhibit certain enduring qualities which link them to their subsoil parentages--societies and

subsystems therein will exhibit certain norms and mores which link them to their cultures.

C. Relevance to Institute Program

1. What are the structural attributes of the libraries' target group? (What soil types do they represent?)

   a. Their interaction patterns?
   b. Occupational roles?
   c. Familial roles?
   d. What community services do they utilize?
   e. Who are their leaders?
   f. Who are their legitimizers?

2. What are the cultural attributes of the libraries' target group? (What is its subsoil?)

   a. What are their customs and codes of behavior?
   b. What do they value?
   c. What do they expect from themselves and society?

3. What are the personal attributes of our potential clientele? (What are the characteristic features of our soil particle?)

   a. What ages?
   b. What sex?
   c. What physical defects?
   d. What attitudes toward education?
   e. What fears, loves, and dislikes?
   f. What learning levels and capacities?
   g. What images of themselves?

4. What are the needs and problems of the libraries' target group? (What is the fertility level of our soil?)

   a. What needs and problems do they feel?
   b. What needs and problems become apparent when their attributes are contrasted with those which are necessary to function in, and make contributions to, a democratic society?

II. Root System

A. Analogies

1. Taproot--agency and its policies
2. Branch roots--need identifying technique

B. Elaboration of Analogies

1. Some trees have taproots that penetrate deeply into the subsoil and are thus able to withstand strong winds and extreme drouths--some programs are sponsored by agencies whose philosophies are reflective of the true culture of the social system it serves and are thus able to take sudden new demands in stride.
2. Trees secure their life giving nutrituive elements through an extensive branch root system. When a fertile, moist pocket of soil is located, root hairs will grow out to receive elements in solution. The solution then moves to the taproot where it gathers to finally be translocated. Similarly vital agencies secure life giving information concerning needs of their clientele through an extensive and ever functioning need identification system. Such information once gathered is screened and interpreted in accordance with the agency's philosophy before it is "translocated" into program action.
3. Some trees tend to get root bound--that is, branch roots cease to extend themselves; rather, they grow profusely in a limited area surrounding the taproots as if to protect that which is within. Similarly, some agencies and agency leaders tend to acquire a state of "institutional boundness"--that is, they cease to be receptive to new information.

C. Relevance to Institute Program

1. What are the goals and policy statements of our agencies and associations?
2. What are the goals as stated by the state library agency?
3. What are potentially the most fruitful information gathering techniques?
4. What are the principles which have been derived from research in the behavioral sciences and in the relevant subject matter fields which might contribute to a viable philosophy--a philosophy which might, in turn, help interpret information on its way to becoming program objectives and procedure.

III. Trunk and Branch System

A. Analogies

1. Trunk--program objectives
2. Branches--instructional objectives

a. Cognitive
b. Affective
c. Psychomotor

B. Elaboration of Analogies

1. Trunks of trees are attached to root systems--program objectives are consistent with agency policies and goals. We don't expect to successfully graft the trunk of one seedling on to the root system of another unless genetically they are similar. Similarly, we may not expect a program to flourish which has objectives running counter to agency policy, etc.
2. The trunk of a tree relative to other exposed parts is great--likewise program objectives are broad in nature. A program objective should include:

   a. Target audience
   b. Present state
   c. Desired state
   d. Time frame
   e. Format or method

3. Branches spring forth from trunks--learning objectives spring forth from program objectives. B. Bloom and others identify three major types of instructional objectives.

   a. Cognitive (recognition and recall of knowledge and development of intellectual abilities and skills)
   b. Affective (development of interest, attitudes, and values)
   c. Psychomotor (acquisition of manipulative and dexterity skills)

4. Instructional objectives regardless of types are characterized by their focus on change to be brought about in the learner. A quality instructional objective will identify:

   a. Terminal behavior
   b. Conditions under which behavior will be exhibited
   c. Criterion level--the level of behavior deemed acceptable

5. An attractive tree has multiple and systematic branching--effective programs usually involve the formulation of more than one type of objective. Often one must make progress in the affective realm before marked progress can be made in the cognitive realm.

C. Relevance to Institute Program

1. How are objectives formulated?
2. Are there standardized instruments to measure the accomplishment of the more typical objectives?
3. How much growth can we expect among students?

IV. Foliage System

A. Analogies

1. Petiole--content and materials
2. Leaf--educational process

B. Elaboration of Analogies

1. Stems of leaves are individually attached to a sub-branch--content is associated with or attached to objectives. It is inconceivalbe that one would find a leaf growing while suspended in mid-air. Yet how often do we find content being diffused without a clearly identified objective behind it?
2. Within the leaf of a tree the food producing process of photosynthesis takes place--within the classroom the behavior producing process of education takes place. Here experiences are identified, sequentially ordered and integrated to the end that the content is diffused and the desired behavior is effected.
3. The photosynthetic process starts with simple elements and builds sequentially more complex energy storing compounds. Similarly, the educational process is designed to relate bits of differentiated content into meaningful "wholes."
4. With the exception of brief dormant periods, trees are constantly growing--buds are sprouting to form new branches, leaves, etc.--is this not also true of a vital educational program? That is, learning objectives, content, and process are constantly evolving in response to an evolution in motivation and experience of the group.

C. Relevance to Institute Program

1. What content sources are appropriate for students?
2. What are the criteria by which material may be selected or developed?
3. What does functionalizing the curriculum mean?
4. What devices and techniques should be used to achieve various kinds of objectives?

V. Sun and Flowering System

A. Analogies

1. Sun--change agent
2. Flowers--publicity

B. Elaboration of Analogies

1. The sun serves as a source of energy for the photosynthetic process. Similarly the change agent (continuing education instructor) serves as a catalyst in the educational process. Now if the sun gets too intense, the leaf will either wilt or protect itself by laying down a protective coating. Similarly, if C.E. instructor behavior becomes too directive, demanding, etc., the educational process will deteriorate--non-adaptive behavior on the part of the student may result, e.g., reaction formation, failure to accept responsibility, drop out, etc.
2. Flowers of a tree catch the eye of the passerby--likewise publicity campaigns attract participants and engender public support.

C. Relevance to the Institute Program

1. What are the most typical instructional problems and how are they resolved?
2. What are the principles of learning and teaching?
3. What are some of the "tricks of the trade?"
4. What are the most effective avenues for publicity?

VI. Soil Test and Analysis

A. Analogies

1. Soil test and analysis--measurement and evaluation

B. Elaboration of Analogies

1. As roots grow and leaves fall and decay, the soil inevitably changes. To assess these changes, soils are periodically tested. Similarly, paper-pencil, and observational instruments are devised to assess changes brought about through continuing education programs. These assessments are made at the beginning, during, at the conclusion and beyond the conclusion of the program.

They are used as a basis for evaluative judgments concerning effectiveness and needed changes. Thus, portions of the tree may be deceased (objectives, methods, etc.), requiring surgery, grafting, etc.

C. Relevance to the Institute Program

1. What are the steps in the evaluative process?
2. Are there any standardized instruments which could be employed?
3. What statistical measures can be used?
4. What design considerations should be made?
5. How can effective follow-up studies be conducted?

Generalizations Derived from the Metaphor

I. Program development is an organismic phenomenon.

The process, to function effectively, must function as a whole with each subsystem or step receiving attention and accordingly making its contribution. Each subsystem becomes significant only as it relates itself to other subsystems--remove one subsystem and you have either killed the organism or greatly reduced its vitality.

II. Program development is a continuous process.

Each decision made should be open to re-examination in light of ever growing accumulation of knowledge and experience. When we act, we do so out of informed judgment--as information changes, so should our judgments and finally our actions.

III. Program decisions are rational.

Decisions made at any point in the developmental process should be made with as much valid information as can be secured. Moreover, when a decision is made, the effects should be carefully accessed to furnish additional information useful in making similar decisions in the future.

"Successful continuing education is a healthy tree."
Donald Foos

Continuing Education Staff Needs of School Librarians

by

Patsy H. Perritt

As we attempt to identify selected continuing education needs for school librarians, the rationale for our efforts could be considered basic to the survival of our profession. In the present educational system of our country the first impressions of libraries and librarians developed by the overwhelming majority of children take place in their schools. Within the school library situation a young person formulates positive and negative attitudes toward libraries and librarians. This seems to place a unique responsibility upon school libraries, for we all would agree in part with the old saying "first impressions are lasting ones." School libraries and librarians hold many of the magic keys to unlocking doors for life long library usage. If we are committed to this idea we are compelled to vigorously proceed with continuing education programs for school librarians.

What content is needed in these programs? From my experiences, observations, and the expressed desires of those persons working in schools, I would like to enumerate several major areas of need. Although it is difficult to rank all needs, I would boldly place the need for increased knowledge of school curriculum content and the teaching techniques being employed with this content as first priority. School librarians with a firm grasp on this information could more accurately select appropriate materials, organize these materials for maximum efficiency, and work effectively with students and teachers in assessing and promoting resources.

With knowledge of curriculum, school librarians need basic management training in order to increase the efficiency of services. Both personnel and business management is needed. School librarians must develop business skills in organizing work-flow, formulating long range plans and goals, making budgetary allocations, etc. It is also necessary for school librarians to develop a leadership role in personnel management by meshing job responsibilities of clerical, paraprofessional, and volunteer workers, helping to solve personnel conflicts, and providing job incentives. Management techniques would also help to facilitate co-operative decision making with administrators and teachers.

School librarians are interested, yet often uninformed, about the current issues and practices in librarianship. At this point in time we could identify such topics as censorship; standards, such as the recently published Media Programs: District and School; information retrieval, i.e., the use of computers, networks, and educational television. Seminars, institutes and workshops on such topics would help to keep school librarianship in the forefront, instead of at the tail end, of library development.

In summary, I would like to blanket the fore-mentioned continuing education needs of (1) curriculum knowledge, (2) management techniques, and (3) current issues and application with the following. School librarians need training and practice in the projection of the role of the school library within and outside the school. School librarians need to develop and utilize communication skills with students, teachers, principals, other administrators, school boards, parents, other types of librarians, and the other citizens of the community.

Thoughts of the "hows" in continuing education programs for school librarians evoke these suggestions. Packaged programs utilizing films, filmstrips, slides, tapes, transparencies, and programmed materials could be formulated and coordinated by the American Association of School Librarians, and ALA. State Boards of Education and/or strong state organizations of school librarians could review these materials, making any modifications necessary for local conditions. Continuing education program techniques, with attention given to the training of key personnel for program presentations, should receive ample consideration at the state level.

Thank you for beginning staff surveys with school librarians. Remember--"first impressions are lasting ones."

SLA NEWSLETTER
Official Publication of The Southwestern Library Association

April, 1974

NCLIS HEARING

SWLA TESTIMONY

Maryann Duggan's presentation focused on the activities of the SLICE Office and highlighted the Continuing Education for Library Staffs in the Southwest (CELS) project and the Regional Bibliographic Network Planning Study.

Throughout the thirty minutes of oral testimony given by SWLA representatives, the following concerns were reiterated:

(1) A national program for libraries should involve a partnership among the federal government, multistate organizations, and state and local governments in terms of program planning and program execution;

(2) Action must be taken to ensure the compatibility of the various systems and networks for interfacing with other systems at the state, regional, and national levels;

The Southwestern Library Association is hopeful that the NCLIS recommendations on continuing education will enhance the integration of regional activities as described herein and enable us to work cooperatively with the national program.

(4) Continuing education needs of library staffs (professional, para-professional, and clerical) and trustees in all sizes and types of libraries should be met through cooperative efforts at the local, state, regional, and national levels.

"The continuing education needs of library staffs in the region and the planning and implementation of multistate bibliographic networks in collaboration with state and national networks are current prime concerns of SWLA. Our interest in meeting needs crosses not only state lines, but also types and sizes of libraries. Our concern is for all libraries and librarians in the region."

Needs Assessment for Special Librarians

by

Robert K. Dikeman

In an evaluation of the continuing educational needs of special librarians one is confronted by the heterogeneous nature of this group. When we speak of academic, public or school librarians we have a general consensus of the nature of their professional training, working environment, etc. The "thing" that makes special librarians special is that they can not be stereotyped as a single unified group. Individual librarians that do not fit the model for academic, public, or school are given the title, special librarian. This diversity makes the special librarians the hardest groups from which to draw general comments.

The Special Libraries Association (SLA) has been the focus of continuing education (CE) programs for special librarians on a national level. Since the 60th SLA Conference (Montreal) there has been a regular "Continuing Education for Librarianship" institute either directly preceeding or succeeding the convention proper.[1] These CE sessions have provided the participating special librarians with an excellent opportunity to update their professional skills.

The SLA annual conferences also serve as a medium for attendees to discuss mutual problems with their counterparts in other libraries. In addition to the general meeting sessions each division (currently 26 divisions including one provisional) has an opportunity to organize either separate programs or programs jointly sponsored with other divisions to present indepth material of interest to the membership of the respective division(s).[2] Unfortunately CE programs operating during national conferences though excellent for the conference attendee reach only a small percentage of special librarians.

Local chapters have, on occasion, organized one or two day meeting/institutes, but these efforts have had little, if any national coordination. Secondly, these local and regional efforts have been concentrated in the large metropolitan areas where local chapters have their greatest strength. However, in local chapters of the SLA (like the Louisiana Chapter serving Arkansas, Louisiana, and Mississippi) where the membership is quite small and dispersed over a wide geographic area, the local chapters do not by themselves have the financial and personnel resources to establish local CE programs.

In addition to the diverse nature of special librarianship there is a problem of different levels of professional training among special librarians. The degree of professional library training ranges from clerical practice to the master's degree in librarianship. This problem is continued by the nature of the membership categories of the SLA. There are three principal ways by which one can obtain regular

membership:

1. Possess a professional degree in librarianship at the masters level.
2. Possess a bachelor's degree and three years professional experience in a special library.
3. Possess seven years professional experience in a special library.[3]

Unlike the academic, public or school areas there is a lack of a uniform professional training program in special librarianship. This diversity of professional training requires that one approach CE needs in the area of basic professional skills and the upgrading of these skills through a multilevel structure.

Probably the agency best equipped to handle the basic training program is the local or regional library school. It can offer the basic coursework at local centers throughout the region without a substantial organizational effort. In the area of upgrading professional skills, a number of approaches are feasible, e.g., institutes, programmed instruction, stimulation, etc.

One area of immediate concern to most special librarians is that of micrographics. Though this topic is of general interest to all librarians, it has and will continue to make its first major impact on special libraries as a principal information strong medium. Micrographics can be divided into four basic areas:

1. General concepts, principles and user studies
2. Micrographic equipment
3. Microreproduction, micropublishing, and bibliographic control
4. Computer applications and future developments.

All of these basic areas can be effectively presented in a CE program using a variety of presentation formats. One essential ingredient in this presentation is, however, a hardware demonstration and evaluation. So often librarians find themselves only talking to equipment sales personnel who are knowledgeable about their equipment, but do not have the library background to recommend a given product for a given situation. The CE program participant requires an impartial expert in both library operations and micrographics to demonstrate the current hardware and their respective uses in various library situations.

Computer-output Microform (COM) is an area of micrographics that needs particular attention. COM has the potential to revolutionize our concepts of information storage and distribution yet this topic is lightly discussed in the library literature. The use of COM in libraries makes "blue sky" speculations such as "periodicals specifically tailored to the readings interests and ability of the user available on demand at low cost"--a technical reality and in the next five to ten years an economic reality. Librarians should know about COM and its companion CIM (Computer-input Microform) and to effectively direct their technological impact on the library of the future.

The special librarian has perhaps a greater opportunity to explore new methods of acquiring, packaging and disseminating information through the use of automated services than most other librarians. Of

immediate concern is the use of computerized bibliographic data bases. Only in the last two years has the extensive use of machine-readable data bases become economically feasible. Many library schools either have or are beginning to implement formal courses devoted to this topic. Unfortunately, many library schools have not even begun this first step. This situation requires a special effort on the national, regional and local levels to provide not only CE updating programs, but basic introductory material as well.

The final item that I have chosen for this brief survey of CE needs assessment for special librarians is interpersonal relationships. Unlike the academic, public or school library, each of which has a legal or traditional basis for its existence as an institution, the special library has no formal rationale for its existence beyond its service to its particular user group. Without specific user support the special library simply ceases to exist. This concept of service requires special librarians to be knowledgeable in how to relate to their users and to the user's informational needs. It is essential for the special librarian to be aware of adult learning problems and the techniques developed by adult education specialists to circumvent these problems. We take for granted that a school librarian be familiar with the educational techniques used in the classroom (in most states this is a requirement for certification as a school librarian); yet we totally ignore this problem in library service to adults. The special librarian/user relationship is the key to success in special librarianship. The special librarian that develops a strong and effective working relationship with his users can literally "move mountains."

References

1. Special Libraries Association, Committee on Education. "Report," Special Libraries Association News and Notes, July/August, 1968, S-16. "SLA Convention Program," Special Libraries, LX (April, 1969), 226.

2. "Annual Directory," Special Libraries, LXV (September, 1974), 57s-62s.

3. Ibid, 24s-25s.

Staff Survey Development: Academic Libraries

by

Charles D. Patterson

Continuing education is not a new phenomenon but certainly the potential inherent in this phrase is being realized throughout all aspects of education. True, it may have emerged and become prominent in library and information science education at a much later period than it did in other disciplines. (For example, we remember that the term education did not replace the term training in Library Literature until as recently as 1954!) but its popularity and demonstrated usefulness is now clearly seen, as evidenced by the fact that there are many other activities throughout the United States and elsewhere not unlike that which has caused us to be the assembled here today.

I will examine certain facets of continuing education as they may apply, to whatever degree of relevance, in the very broad and diversified area known as academic librarianship. However, before we can bring this subject into sharp focus, I should like to first spend a few moments viewing library science education. I believe that we would all agree that as most Master of Library Science degree programs are structured today (and we should keep in mind that it is at this educational level only at which the Committee on Accreditation of the American Library Association gives its sanction of approval, not at the doctoral level) the graduate goes forth to his first job prepared at that level which might, at best, be described as minimal. Too often, and understandably so, the student is primarily concerned with specific numbers of credits, units, or other blocks of time, and, given continued good health and stamina, sufficient money for tuition and other essentials necessary to sustain life, a fair amount of hard work and a measure of good luck, he will be graduated at the close of X term with the MLS diploma in hand. He has survived a program, with few modifications from the time of the landmark Williamson Report, which has introduced him to the basics of library science education, i.e., acquire, catalog, administer, and interpret the collection over which he has charge.

Not infrequently students will tell me, "I wish that I had time to take such and such course." Or, "I really enjoyed the history of the book and it is too bad that I cannot register for the history of libraries course too, but I just do not have the time." Often the complaint, which is totally justified, is that there is no provision in our present curriculum for practical application of techniques the student has read about in, say, a basic reference course. The need is clearly evident for re-introduction of an across the board requirement of library practice or intern experience as an integral part of our MLS program. (Some schools, i.e., University of South Carolina, do have such a provision.)

To what extent are we, again due to the lack of time, just scratching the surface? And, how often do we find ourselves as library science educators telling our students "you will discover what it is all about once you are on the job?"

During the days when we witnessed the establishment of the Office for Recruitment we welcomed untold numbers of students in our classrooms by having advertized a short program that culminated in a master's degree which assured secure employment, job satisfaction (because of myriad diversified employment possibilities) and a future that was as bright as anyone's could possibly be.

We have also seen what happened in the mid-sixties due to our enthusiasm for recruitment and more recently in the present period of economic stress, that the employment situation has drastically changed. While at one time a second master's degree increased employment prospects, this, unfortunately, is no longer true. We now find many individuals who possess the Ph.D. degree in another discipline seeking admittance to our library schools. Their motives are of two types 1) because they are sincere in their intentions to become librarians or 2) because they are looking for a warm berth, offering some degree of financial security until the times change once again and the way is clear to follow those academic endeavors which, after all, are first and most dear to them. On the positive side, many of the individuals who hold the doctoral degree and who have completed the MLS degree program, are doing a great service in many academic libraries functioning, for the most part, as subject bibliographers.

Through these various illustrations and comments I wish to draw two conclusions. The first is that I believe that as the pressure to produce scores of librarians to fill untold numbers of vacant library positions is no longer with us and that due to the present tightening of job prospects in many parts of the United States, we can now be far more selective in admitting students to our library schools. The time has come, in my opinion, when we can be more relaxed in our approach to learning; that is, take it at a more leisurely pace to think and to absorb and in this regard, give serious attention to the lengthening of our program for the MLS degree to a period of two years. Some of the accredited library schools have already done this. Why must we continually be constrained to live within the confines of the single academic year? By being more selective and extending the period of study, I believe that we will have a finer quality of dedicated, and better educated, librarian. This longer period of study is certainly not new and we have only to observe our European colleagues whose programs of extended study of librarianship bespeak quality and excellence.

I have often thought that our present MLS degree programs represent a mere inch of time. To be sure, it is an extremely important inch of time if we consider that we are attempting to educate students who will be at the zenith of their respective professional careers about the year 2000. And, given the presently structured program leading to this first professional degree, we can, at best, introduce the student a little beyond the basics to which I referred above. Consider

too, that although they are unteachable, we should have additional time in which to more dramatically emphasize the importance of innovation, creativity, and adaptability so that our graduates will have the necessary insight to adjust to the intellectual and technological developments of the future.

The second conclusion, in consideration of the above, requires that we most certainly cannot ignore this business of continuing education. Continuing education, as defined in the CELS report, and I quote "includes any kind of learning or teaching which extends or builds upon previous education and experience, or any education which an individual perceives will enhance his or her total job competence." I believe that I have made it abundantly clear that in my opinion our MLS degree program is too short. I should also say that I believe in continuing education for library school faculty members. For many years I have been in favor of a meaningful mutual exchange program whereby the library educator and the practicing librarian become involved for periods of time in the business of the other.

Not more so, but perhaps especially so, taking advantage of educational opportunities is essential for those of us who find ourselves working in college and university libraries. By definition, the college is an organized body of persons engaged in a common pursuit or having common interests, i.e., scholarship. The university, by definition is a community of colleges, i.e., an institution of higher learning providing facilities for teaching, research, and learning.

In such an environment the education of a librarian is never completed. The receipt of an academic degree, it is true, does represent at period at the conclusion of what might have been for some, a long sentence. But what are the possibilities of going on? Unfortunately and regrettably, I know many former students who, situated in an academic community, have not taken advantage of the educational opportunities which abound around them and they have been content to rest on the MLS degree. Although the Committee on Accreditation of ALA does encourage and place a high priority on programs of continuing library science education, perhaps we as faculty members are at fault in having been remiss in stressing the importance of continued education beyond the MLS degree. Whether these opportunities are in the manner of formal course work, professional association involvement, travel, or participation in an institute, similar to that upon which we embark today, too often we take the easier path, that of least resistence.

As academic librarians, and this is surely the most obvious, opportunities to further formal education are endless and I will not elaborate in any one given subject--but courses in management, languages, literature, and technological development immediately come to mind. Certainly the library director must be sensitive to the needs of his staff and open every door to make it possible for everyone on the library staff to take courses on the campus. This would contribute greatly to

uplifting staff morale and the reward would be sufficient time off in which to do this formal coursework. The possibility for taking courses should be a priority question asked by any prospective employee during his initial interview.

Most larger universities have a center for continuing education and although we have been told that continuing education has low priority in many university settings, their activities should be watched and if nothing else, we can lend our support and encouragement in fostering better and more meaningful programs.

Further to the library college concept of education in which we find the instructor serving as librarian and the librarian as instructor, what better way to become involved and to learn about a subject. What better footing for those who call for academic rank and status than to take advantage of opportunities to perform in the role of instructor.

Although contrary to what I said above, I feel constrained to say just a word about the study of languages. It is ironic that although most MLS degree programs in the United States no longer insist on this compentency and consequently have abolished it as either an entrance or graduation requirement, we still find that many of the "positions available" listed in College and Research Libraries and elsewhere specifically request language compentency in job specifications. I believe that most of us could profit by exerting more energy in this direction.

Travel to other countries is, I feel, very important to the education of anyone, including the academic librarian. Many colleges and universities sponsor tours which are, after all, quite reasonable financially, However, most of us do not take advantage of these. Too few curricula of our library schools include a course in comparative librarianship. This again might well be one of those courses the student would like to take if only he had more time. Having had such a course, the student might augment his education and understanding by visiting various types of libraries in other parts of the world. However, travel to other lands, without the library aspect, is extremely helpful in gaining an understanding of inter-cultural patterns of living. I feel that this experience would contribute to our effectiveness as academic librarians.

Participation by academic librarians in their professional organizations cannot be emphasized too strongly. Conferences provide the perfect time to exchange ideas or to learn about new ones, to observe something or someone that you have read about, to catch up on who has gone where and done whatever, to speak firsthand with an exhibitor or, to inquire about job possibilities. Conferences are also a good place to volunteer for work on committees, thereby providing the opportunity to take a more active part in decision and policy making.

Academic librarians should consider some writing activity as being part of their program of continuing education. Writing articles

and books, compiling publishable bibliographies, and reviewing books all constitute an essential part of continuing education which make us more effective in our day-to-day role as academic librarians. Library administrators who recognize and encourage the development of scholarly potential in the members of his professional staff should make research funds available to these individuals just as these monies are available to members of the faculty. We will discover that by engaging in scholarly endeavors we, as librarians, will be held in higher regard by our colleagues who have as their primary responsibility the teaching of courses.

Continuing education is an important ingredient in the ongoing development of every librarian and in the final analysis, each individual must be alert to those situations and experiences which afford the fullest possible development of his professional life.

Southwestern Library Association Newsletter

April, 1974

HEA TITLE II-B GRANT PROPOSAL

Dr. Donald Foos, Dean of the Graduate School of Library Science, Louisiana State University, Baton Rouge, has submitted to the U.S. Office of Education, through the auspices of SWLA, a grant proposal under HEA Title II-B. The proposal is for a two week institute, "Continuing Education Program Planning for Library Staffs in the Southwest."

Projected goals of the institute are as follows:

(1) To recruit and train representatives from the SWLA states in the process of planning, developing, and implementing continuing education programs for library staffs through a structured instructional program dealing with survey instrument design, survey findings analysis, development of summary conclusions and recommendations, development of educational technology, needs assessment, program planning, program design, methods of program implementation, and program evaluation.

(2) To provide a training program that can be transferred by the institute participants to their respective states to conduct similar programs on state and local levels.

The institute will be conducted by the Graduate School of Library Science of Louisiana State University in Baton Rouge. Formal classroom presentations conducted by library educators and practitioners are planned. The session will include a simulation exercise in program development. Individual projects will be prepared during the institute.

Participants in the institute will be selected from middle-management positions representing all types of libraries. Five participants will be selected from each of the six SWLA states with priority given to applicants representing minority and/or ethnic groups within the region.

If the proposal is funded, the institute will be held from March 17, 1975, through March 28, 1975, at L.S.U. in Baton Rouge.

Staff Survey Development By Type of Function
Children and Young People's Services

by

Sister Marie L. Cairns

Those who are concerned with services for children and young adults are in special need of wide-ranging continuing education opportunities. As has been mentioned by several previous speakers, one academic year is hardly sufficient time to complete one's professional preparation. In fact, one can merely scratch the surface in such a short period. It is inevitable that students will graduate without being able to pursue all the courses which might pique their interest. By the same token, limited faculties cannot offer in the period of one academic year all the courses which might round out an individual's selected area of specialization.

One of the important elements of an ongoing program is in-service education or professional development. The first concern should be why have an in-service program. Hopefully, it will not be because there are three hours to fill or a day has been set aside for this purpose. The need should be real, otherwise there will be no progress.

The need might be similar to one or other of the following as suggested by John Kerwin: (Media Spectrum 2 (First Quarter 1975): 19).

1. TO PERFORM PROCESSES--To understand and to be able to produce educational materials with the many and varied processes available, specific to the clients' needs.
2. TO SHARE IDEAS--Just bringing people together informally allows them to interact and share proven ideas with each other. Some of the best in-service sessions occur when the participants "take over" and expound on creative ideas they have incorporated into their programs.
3. TO KEEP CURRENT--In today's fast-moving technological world, keeping current is an absolute essential and yet may not be enough. Keeping ahead is the goal. Participating in, attending, and operating in-service programs demands it.
4. TO IMPROVE LEARNING--We probably never really teach anybody anything. We simply provide the climate and the opportunity.
5. TO COMMUNICATE--As communicators, one of the biggest failures is the inability to "get it across." Continuing education provides an additional opportunity.

In addition to the in-service programs for continuing education there are the long-term graduate credit programs. There is a definite need to go beyond our own discipline and self-interest and reach out to other fields. For instance, behavioral sciences and educational technology are two such fields which offer breadth.

Anyone who works with children should have a course in child psychology to understand how children develop, how they learn, what their basic needs are and how best to satisfy these needs. A child, no matter how young, needs to be respected as a person. Too many adults who work with children are prone to overlook this fact.

A course in psychology of the adolescent is of the utmost importance to those working with young people. In dealing with them on an everyday basis, the young adult librarian needs to have a knowledge of their interests, their drives, their problems. There is need to remember that the main point of a library is serving people, and not just book curculation. Keeping this in mind will open up a whole new range of services. Atmosphere plays a big part in such services. After all, no matter how much information or aids one has available, it's all rather useless if no one comes in to use them. One important aspect has been mentioned already, the need to be friendly but not condescending. Service to young adults does not include "behavior preaching." What young people need most from the library are librarians who recognize them as responsible human beings and treat them with warmth and respect. As Ann Osborn has said, "It's not enough to love books; ya gotta love people too." (Library Journal 98 (March 15, 1973): 974-78).

Another felt need has been expressed for a course in supervision. Oftentimes those who work with children or young people in a school media center or in a public library are placed in charge of paraprofessionals, volunteer workers or student aides with little idea of how to go about supervising or directing their activities. A course in supervision as well as a course in basic management principles would furnish guidelines for such direction.

Public relations has been named as an area of concern in types of libraries. It is of equal concern by type of function. Wherever there are people, there are human relations--public relations--and librarians engaged in any type of service need to know how to deal with problem areas. What to do while you count to ten!

There are some excellent films produced by the Bureau of National Affairs that deal with such topics, as well as various other aspects of general administration such as effective decision making, problem solving, delegating authority, etc., featuring such well known management figures as Peter Drucker and Frederick Herzberg. These could very well be utilized for informal group viewing and discussion.

Communications is another area of felt need. How can one get through to others with sensitivity and awareness? There is need here for active listening as well as verbalizing.

The behavioral sciences are relevant to the work of young adult and children's librarians. It is a fertile field for continuing education.

A related area is that of guidance and counseling. It isn't enough to recognize problems areas. One needs to know how to deal with them. A course in guidance would offer some background for counseling.

But there are needs for other activities in addition to long term graduate credit courses. These might take the form of the following:

1) Single session. This is a one-shot workshop, usually a single concept or process based on a proven need, such as a session on dry mounting or laminating, or television equipment operation, or whatever one might need.

2) Written bulletin. This is probably a much less effective method but when used in conjunction with other means it can be an effective method of ongoing education if it is informative, attractive, graphic, and brief.

3) One-on-one. Nothing takes the place of one person sharing some expertise with one another. This allows for complete interaction. While extremely effective, it must be limited because it is too time-consuming and costly.

4) Professional conferences and meetings. On the county, state, regional, or national level those who work with children and young people should be encouraged and given time to attend these meetings to keep up with current developments in their fields.

What are the results of these short meetings? Better communications for one thing. If nothing else happens other than that communications are improved, the program has been a success. Other expected results might be a more efficient use of equipment, improved production of educational materials, or a positive attitude. In-service involves people, and the more involved they are the less time they have for criticism.

Workshops are established vehicles for short-range, impact-oriented activities with the primary goal of teaching specific skills through participatory "hands-on" experiences. But there is need for continuity--not spasmodic and random subject areas, such as might result from monthly in-service training meetings where a group just comes up with a likely topic and then tries to find someone who will agree to come in and talk about it. There has to be more planning, more purpose behind it, more goal setting perhaps in the form of behavioral objectives, i.e., the participant will be able to correctly thread the 16mm film projector, etc.

Story telling is one of the main activities in services to children but for so many librarians it is a hit-or-miss situation. Many are reluctant to try it without formal training in the subject. The workshop would be an ideal technique for this subject. Perhaps a community resource person or other expert in the field might be asked to demonstrate techniques of story telling, giving instructions for making puppets, creating the sound effects, designing the stage setting, etc. Once the initial instruction has been given, the workshop technique opens up almost endless possibities which might include creative dramatics, cut and fold stories, use of flannel boards, finger plays, sources of literature for stories, and idea exchange.

The workshop technique could well be used for "hands on" hardware demonstrations. The librarian cannot assist young people to develop competency in visual literacy without knowing how to operate the equipment with confidence. The demonstration itself is not enough, the librarian needs to actually learn how to operate each piece of equipment by doing it, not just passively listening to instructions.

Special services necessitate special training. Services to the handicapped, to those with visual and hearing problems, or to the mentally retarded all require a very special type of professional preparation. The first requirement, however, is a great love for such children and young people. Bibliotherapy is gaining more prominence at the present time but one needs more than the traditional library courses to know how to use books and other media with young people who are emotionally or psychologically disturbed. Especially is there need for program planning, development, and evaluation.

Group discussions with young adults don't just happen in a library. Those who work with these young people need training in learning and guiding such groups. Above all, they need education in program planning.

So many graduates say they need more practice, less theory, which emphasizes a point brought out previously that there is need for a practicum under supervision.

Who has the responsibility for continuing education? The national, regional, and state organizations together with the library schools have the charge of providing courses, seminars, and workshops. But the ultimate responsbility of taking advantage of such opportunities rests with you.

Southwestern Library Association Newsletter

April, 1974

CELS COORDINATOR POSITION VACANCY

Applicants for the position of CELS Coordinator/ SLICE Office Director will be interviewed by a SWLA Search Committee. Appointed to this committee are Donald Foos, Dorman H. Winfrey, Marion Mitchell, and Don Hendricks, Chairman. The position will be available in June, 1974, at the earliest and in December, 1974, at the latest.

The principal functions of the SWLA/CELS Coordinator position are envisioned to be the following:

(1) Assess continuing education needs and solicit feedback from the six-state region.

(2) Develop a plan for the region based on these needs. The plan would require built-in flexibility to insure response to change. Continuity would also be necessary to allow individual libraries and librarians to plan ahead.

(3) Identify and generate funding for continuing education.

(4) Identify and organize a core of experts in subject fields.

(5) Coordinate activity among the states. Arrange to share expertise and package when common needs emerge in various states.

(6) Demonstrate by means of prototypes. Solicit grant applications from specific libraries or agencies and initiate contracts.

(7) Initiate experimental activity where gaps in knowledge are identified.

(8) Solicit and test learning programs.

(9) Provide a clearinghouse and maintain regional calendar. Also, publicize who are experts are, what help CELS can offer, what packages are available.

In addition to the Master's of Library Science degree, interested applicants should have had experience which will support efforts to coordinate multistate proframs. An understanding of the methods of sharing resources among libraries is essential. Administrative experience is necessary, and experience in state library agency work and in developing resource network endeavors is desired. Experience should include planning and conducting of continuing education activities. A limited involvement in formal library education would be useful, and experience with adult education techniques is essential.

Needs Assessment For Automated Services

by

Robert K. Dikeman

An effective continuing education (CE) program in the area of automated services is one of the most critical needs in the total CE program for librarianship. All libraries will be directly involved with some facet of automated services. Within the next decade the computer will be in the school, the home, and in the library. The librarian must have the necessary technological background to effectively direct the introduction of the computer into today's library.

Since the mid-1960's there have been numerous one, two or three day institutes/seminars covering such topics as MARC, basic library automation, automation of specific library processes, library networks, etc. Most of these programs were organized by the American Library Association--Information Science and Automation Division, American Society for Information Science, Special Library Association, and the Library Automation Research Consulting (LARC) Association. Library schools and commercial corporations (e.g., IBM and Dataflow Systems, Inc.) have also been active in the sponsorship of CE programs for automated services. Perhaps the best known library school effort is that of the University of Illinois Graduate School of Library Science's annual "Clinic on Library Applications of Data Processing." Several of the national library and information science organizations have jointly sponsored pre- or post- conference programs at their respective annual conventions. Generally, these pre- and post- conference programs have met with the greatest success in terms of attracting the largest audience.

Many problems currently exist in this area of CE programs. No one organization is responsible for the overall coordination and evaluation of the various institutes and seminars. We need to identify the effective portion of the previous programs and enhance their presentation in future programs. The proposed NCLIS Continuing Library Education Network and Exchange (CLENE), if established, would provide the overall coordination, direction and evaluation that is presently lacking.

Regardless of whether the CLENE program is established and funded, many of the existing problems can be remedied in other ways. For example, most seminars strictly rely on the lecture presentation. We need to explore alternative methods of presentation using such techniques as poster sessions, video cassettes, etc. In the past, speakers have been selected on the basis of their reputations as "experts" rather than their effectiveness as conveyors of information. Clearly, in the presentation

of basic introductory material local expertise can totally meet the needs of a beginning group. Since target audiences are rarely defined for the participant or the speaker, many audiences and speakers obtain this information at the time of presentation with mixed results for both.

All of these briefly mentioned problems will be amplified in later sessions of this seminar. I would like to devote the balance of this presentation to a listing of the major subject areas that, in my opinion, need the greatest attention.

Automation is basically the application of computer equipment and technology to a given process(es) through an effective managerial system. In order to fully utilize the potential of automated processes, libraries must be administrated by personnel skilled in modern management techniques, i.e., operations research, and systems analysis. A successful automated library program requires effective library management. Numerous critics of current library administrative practices contend that librarians receive little or no basic managerial training during their professional educational programs. In the modern library, librarians must also develop an awareness for the necessity of a managerial information system. Only through such an informational system can the librarian obtain all the relevant information required to make knowledgeable decisions between possible alternative choices of action. Today's librarian must acquire a managerial attitude that can understand the nature of change and then develop a methodology to control and direct change.

A second topic for CE programs is the introduction of librarians to a basic knowledge of computers, data processing, and teleprocessing. Each librarian must acquire a working understanding of these topics and perhaps, more importantly, each must acquire a working vocabulary of technical terms and concepts in order to communicate with the computer programmer, systems engineer and/or the communications engineer. The technical specialist expects the librarian to be conversant in their jargon, not vice versa.

Networks and networking is also a must topic for any CE program. The introduction of computer technology in libraries has turned interlibrary cooperative projects such as library union catalogs, cooperative acquisition programs, etc. (which in the past have achieved only limited success) into highly successful library operations. Perhaps the most successful and most emulated example of library networks is the Ohio College Library Center (OCLC) system. As of September, 1974 the OCLC system had terminals operating in 21 states stretching from Maine to New Mexico. This network currently includes such regional systems as the New England Library Network (NELINET), Five Associated University Libraries (FAUL), Pennsylvania Area Library Network (PALINET), Southeastern Library Network (SOLINET), Pittsburgh Regional Library Center (PRLC), Interuniversity Council of North Texas (IUC), and the Federal Library Network.

The librarian must understand the basic concepts of network design and organization in order to ask critical questions if and when his library becomes involved in library networking. Librarians need to concern themselves with such problems as who does what, where and when, in what manner, and for how much.

Problems of representation and governance of the library network for the mutual benefit of all, at times, can be extremely vexing. The relatively simple matter of a legal contract between the network and the individual library can be of great importance. Librarians must be acutely aware of the long term viability of the network in terms of network personnel, management, financial structure, source of long term risk capital, current operating conditions, research and development programs, and security of equipment and files.

A fourth area for possible CE programs is that of computerized bibliographic services and their impact on libraries, particularly research orientated libraries. Only within the past two years have these computerized reference services become available for wide usage. These services offer the reference librarian an opportunity to actively participate in the user's search. The introduction of these services also presents a new set of problems, such as, cost of the service, increased workload on reference staff, demand for greater subject competence of the reference staff, and demand for greater literature resources.

Other topics that warrant consideration for CE programs in the area of automated services are computer-output microform, standards for machine readable records, exchange of operational systems data and programs, to name but a few.

In the 1960's, library automation emphasized the automation of various processes within individual libraries. Library automation in the 1970's will continue to stress the automation of library processes cooperatively through the use of library networks. It is anticipated by the 1980's, computers will have the capacity to store entire libraries in electronic form. Whether the librarian of today can be the librarian of tomorrow depends to a great extent on whether effective CE programs are developed and disseminated to today's librarians.

Precedence for Continuing Education for Black Librarians or Librarians Serving a Black Clientele: The Atlanta University School of Library Science Experience

by

Edward J. Fontenette*

The nation's only Black school of library service accredited by the American Library Association opened its doors in Atlanta in 1941 with a Library Conference of prominent library educators and practicing librarians who rendered service to Black people in the South. The Conference focused attention on three questions:

1. Who should become librarians?
2. What instruction should a librarian receive in the first year of professional study?
3. How can the professional preparation of a librarian be made a continuing process?

The latter concern centered around the following techniques and problems:

Techniques:

1. Frequent opportunities for exchange of experience with other librarians.
2. Advice and guidance through field visits for stimulating a wider development.
3. Short courses, institutes, conferences, discussion groups, and reading programs as formal means of continued development.

Problems:

1. How can the librarian best get students in high school and in college acquainted with the use of books when, in a large number of cases, there are few books and the librarian herself has no assistance?
2. How the librarian might get along with the principal or superintendent or college president in trying to carry on a library program.
3. How the services of the librarian might best be integrated with the services of the college and high school staff members.

A few of the noted discussants were Louis R. Wilson, Anita M. Hotsetter, Louis Shores, Virginia M. Lacy, Horace M. Bond, Benjamin Mays, and Camille S. Shade.

*presented by Dorothy Davis, Southern University Library, Baton Rouge, Louisiana.

The story of the Atlanta University School of Library Service has been one which tells us about the continuing education program for 90-98% of the Black librarians who graduated from an A.L.A. accredited library program until 1960, and 80-90% thereafter. These programs figure prominently around (1) conferences, (2) field service work, (3) internship programs, and (4) special short term programs.

The rationale for these activities as they were initiated and as they are currently sponsored was based around the following goals:

1. To train Black librarians to treat a dynamic sub-group in the American society.
2. To train Black librarians to be able to communicate with librarians and scholars of the dominant group in the American society.
3. To train Black librarians to be able to someday serve the dominant group.
4. After 1960, with a few exceptions before 1960, to train non-Black librarians who are serving Black people.

Unique features of the Conferences held were:

1. They dwelled heavily on librarianship as a dynamic part of the "integration" or really assimilation process.
2. They began with the assessments of the economic, social, cultural and educational condition of Blacks in the South by prominent scholars on Black life.
3. The program for library education was responsive in terms of curriculum adjustments to the programs as assembled by these scholars and librarians.
4. The programs for service were formulated by librarians as a result of these assessments.

An example of such a conference is the 1965 Conference on the Role of the Library in Improving Education in the South, April 8-10, 1965.

Target Group: Practicing Black librarian and non-Black librarians serving a Black clientele.

Program Contents: "The South Defined in Relation to Social, Economic, and Cultural Aspects," a lecture presented by Dr. Lawrence L. Durisch, Government and Economic staff, Tennessee Valley Authority, Knoxville, Tennessee.

Similar definitions were formulated for the status of the education for Blacks in the South and evolving institutions which served Blacks by experts on the topics.

"The Role of the Library Defined in Relation to Social, Economic, and Cultural Problems," a lecture presented by Dr. Archie L. McNeal, President, Southeastern Library Association and Director of Libraries, University of Miami, Coral Gables, Florida.

Similar lectures on the role of library education in relationship to the status of Blacks and library service to Blacks in the South were presented.

Points about the Conferences:

1. They were held as a continuing education effort.
2. They involved experts on the status of Blacks.
3. They resulted in an adjustment in the current library service programs.
4. They engaged librarians from the cultural mainstream for congruity of training and service efforts.
5. They often resulted in mutual help projects as well as in-service training programs.

A most important development of the 1941 Conference on Library Education in the South was the formulation of the field service in service program which was a carry-over concept from the Hampton Institute Library School.

Characteristics of the 1941-43 field Service Programs (not currently in existence):

Purpose: To offer school libraries and in-service librarians program and educational assistance through visits to schools to give instructions and help in the organization of school library service and by furnishing bibliographies and other printed aids requested through the library.

Specific Activities:

During the visit, the library educator performed the following duties:

1. Cleaned the library in order to achieve a neat and orderly appearance.
2. Isolated books for rebinding, mending, and discard. Mended books.
3. Made lists of supplies and books for purchase.
4. Rearranged furniture in order to achieve a greater degree of physical comfort.
5. Consulted with principal and shop teacher, giving the shop teacher approved specifications for building additional shelving, periodical and magazine stands, tables and chairs.

TABLE 2 (continued)

State	Visits	Bibliographies	Other	None
North Carolina	14	13	9	1
Oklahoma	1	1	0	0
South Carolina	10	6	6	2
Tennessee	2	2	0	2
Texas	11	13	5	3
Virginia	7	12	5	3

A note of interest from one of the library educators in the field service program was this letter unearthed in the files:

March 23, 1943

Mr. Hale A. Woodruff
Atlanta University
Atlanta, Georgia

My dear Mr. Woodruff:

A couple of weeks ago, while visiting Spencer High School at Columbus, Georgia, I remarked about a charcoal sketch that had been made of Mr. F. R. Lampkin, the principal of the school. I was told that this very excellent likeness had been done by a former student, William Thrash, who has not yet completed his high school course but who has lost interest in attending school. The boy evidently has some talent and it occurred to me that you might want to look into the possibility of interesting him in an art career. Mr. Lampkin said that he would be glad to see to it that whatever correspondence comes to the school for William Thrash will be forwarded to him.

Very sincerely yours,

Hallie Beachem Brooks.

Points about the Field Service Program:

1. Library educators related directly to practical needs thus bridging theories and practices of librarianship.
2. The library educators gained first hand knowledge about the clientele to be served.
3. The library educator acted as a liason person among the librarian, staff, and administrator.

Internship Programs:

Purpose: Administrative internship programs for Black college library administrators.

Program:

1. It was assumed that work in a large or model college library situation afforded educational and service development benefits for Black college librarians.

6. Gave librarian names and addresses of leading library supply firms, binderies, and book and periodical jobbers.
7. Gave librarian instruction in making records, in revising catalog, shelf list and pamphlet files.
8. Met with faculty and students to discuss proper use of the library.
9. Gave assembly talks.
10. Suggested means of obtaining funds for the library.
11. Gave suggestions for making facilities of the school library available to the community.

Geographic Scope: Eleven Southern states-Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. (Table 1)

TABLE 1: FIELD SERVICE PROGRAM

Training of Librarians by States

State	No Librarian	No Training	Teacher-Lib.	Working Toward Degree	B.L.S.
Alabama	4	4	3	0	0
Arkansas	2	1	3	1	1
Florida	1	0	3	1	1
Georgia	3	4	6	0	0
Kentucky	0	3	5	2	2
Louisiana	0	0	1	0	0
North Carolina	3	7	10	4	4
Oklahoma	0	1	0	0	0
South Carolina	1	3	8	1	1
Tennessee	0	2	1	1	0
Texas	0	5	6	3	2
Virginia	4	2	8	3	2

In 1943, more than 200 visits were requested of two library educators and they ranged from one request by Louisiana to 28 by North Carolina. (Table 2)

TABLE 2: FIELD SERVICE PROGRAM

Types of Service Requested by States

State	Visits	Bibliographies	Other	None
Alabama	9	6	2	0
Arkansas	5	6	2	0
Florida	6	1	0	0
Georgia	10	7	0	2
Kentucky	6	7	3	3
Louisiana	1	0	0	0
Mississippi	0	0	0	0

2. They involved placing a librarian serving Blacks in a structured program of service to whites, designed to involve the acquisition of renewal of preferred skills.
3. They involved a specified period of work in a large university library; usually 6 to 9 months.
4. They involved special sessions with library educators to talk about methods of applying the knowledge acquired.
5. They involved seminars with and without the host librarians to codify learning experience.
6. They involved special sessions with the chief administrators of the Black institutions to win acceptance for the program or knowledge gained.

Points about the Internship Program:

1. The internship programs kept librarians serving in a Black situation abreast of the kinds of environment and activities in which librarians serving in a non-Black situation engaged. It prepared Black librarians to function under general standards which they later had to face. It prepared them to be able to mobilize readily into a position of service to non-Black or predominantly white clientele.

Special Programs:

Lecturers: These activities focused entirely on aspects of Negro life and culture. They afforded background for intellectual involvement and appreciation of Black culture. The students of library service and practicing librarians were involved in the formulation of the intellectual history of Blacks. Library educators sponsored a number of these series. Today the Annual Atlanta University Conference on Negro Life and Culture attracts internationally renowned scholars and librarians continue to participate in prominent numbers.

Program Contents for an Early Lecture Series (1945):

School of Library Service

January 10, 11, and 12, 1945

THE NEGRO

Lectures by.....I. De A. Reid

January 10, 1945	Historical Perspectives of Negro Life in the United States
January 11, 1945	Ideologies, Movements and Goals in the Negro Community
January 12, 1945	The Literature of Race and Race Adjustment

Institutes and Workshops:

As the concern for library service to Blacks mounted nationally, librarians and educators looked to the Atlanta University School of Library Service for the specialized knowledge and competencies in this area. The Library School responded in part by sponsoring special institutes and workshops. The goals of the Institute on Public Library Service for the Urban Disadvantaged illustrate the kind of expertise which the Library School exhibited in an effort to train librarians to serve a Black clientele:

1. To train a corps of social action librarians to evaluate the social, cultural, and economic problems of Blacks and to relate these problems to solutions available through dynamic library programs and group activities;
2. To develop expertise in social and economic planning which utilizes techniques of urban social science;
3. To develop and execute package programs through branch libraries and various types of community centers. Such package programs to include physical and mental health, consumer education, drug abuse, alcoholism, housing and sociological problems, vocational guidance, achievements of members of minority groups, etc.;
4. To continue to develop techniques and to acquire experience in teaching illiterate people to read and to recruit and train volunteers to participate in this type of program;
5. To acquire a greater understanding of the psychological, economic, political, social, and educational problems of the urban poor and the movements directed toward revolution, protest, and violence;
6. To experiment with techniques of motivating the urban poor to take advantage of the services of social agencies and public libraries;
7. To gain an understanding of the problems of the public library in regard to city government, financial support, and relationships with other agencies at the local, state, and national levels;
8. To develop the ability to evaluate library programs and to select materials in terms of objectives based on the needs and aspirations of the urban disadvantaged;
9. To learn how to make scientific surveys and studies of the population in urban communities, to use statistical materials, to interview people, to compile data and interpret it in terms of their implications for book and non-book materials and functional library programs.

I have dwelled heavily on the Atlanta University School of Library Service experience because it has played the role of educator of Black librarians and librarians serving Blacks <u>en solo</u>, and for the most part continues to do so. Since I didn't do a needs assessment survey, I felt

the next best thing would be to cull from the historical records the needs assessments of successful educators. This process leads me to conclude the following about current needs of Black librarians and librarians serving a Black constituency.

1. The traditional competencies as enforced by the American Library Association's Committee on Accreditation which includes the ability to make scientific assessment of community library service needs.
2. An ability to recognize those persons (or institutions) who formulate and articulate the aspirations and goals of the Black community with the ability to recognize that they may not be the librarians or libraries. Traditional sources of goals which might be studied, consulted, or joined:
   a. Community churches (the most important institution in the Black community).
   b. Community educational institutions (elementary, college,etc.).
   c. Civic and social groups (voter educational groups, fraternities, etc.).
   d. Black controlled communications systems (newspapers, radio stations, etc.).
3. Ability to assess and relate the goals for Black development to congruent library service programs. Ideas:
   a. Library service programs have to relate directly to goals and objectives of the Black community, e.g., selection policies and practices must relate directly to Black development efforts.
   b. Black community leaders and clients should be a part of the planning of library service programs.
   c. Specific requests for programs or service must be related to the current status of the Black client and interpreted in the context of the over-all goals and objectives.
4. Ability to demonstrate that the library service programs are instruments for achievement of the goals and objectives of Blacks. Examples:
   a. There has to be visible and measurable correlation between a church sponsored reading improvement program and a supportive library service program.
   b. The librarian has to be a part of the initial planning of the programs for goal achievement.
5. A thorough knowledge of the non-Black controlled auxiliary resources and programs which might be rendered more effective by good library service. Examples:
   a. Agricultural extension services.
   b. Health service programs.
   c. Education service programs.
   d. Recreation and part service programs.

6. In depth knowledge of and participation in the development of the intellectual history of Blacks. Ideas:
   a. Initiate oral history programs.
   b. Attend cultural and intellectual activities sponsored for Black citizens.
7. An ability to lobby for adequate resources, but at the same time to achieve overwhelming results with grossly inadequate resources.

Use your imagination!

PANEL: Arnulfo D. Trejo, University of Arizona; Mary Nieball, Odessa (Texas) College Library; Dorothy Davis, Southern (Baton Rouge, Louisiana) University Library; and Donald D. Foos, Institute Director.

QUESTIONS FOR THE INSTITUTE PARTICIPANTS

1. How have you gained knowledge about the Black community nearest to the library in which you serve?

    a. conference, special lecture, etc., by expert.

    b. local programs by concerned citizens.

    c. casual observations.

    d. friends.

2. What role has the Black citizen or leader played in the formulation of your library service programs?

    a. initial planner.

    b. consultant for established plan.

    c. executor of the plan.

    d. solely a recipient.

3. How are your services related to established Black programs for the achievement of announced goals and objectives?

    a. integrated into Black sponsored programs.

    b. supportive in an attached manner.

    c. relevant by chance and unattached.

    d. counter to the established goals.

4. Is your program visible?

    a. are you and your services in the same physical environment as the over-all programs of service to Blacks?

    b. do you use the Black communications network for advertisement?

    c. are you and your program confined to the library in the Black community?

    d. don't tell me that you conduct the programs from the main library or a library foreign to the Black community.

Survey Development: An Introduction

by

David W. Smith

As society has become more complex, we have witnessed the growth of surveys to the point where over five per cent of the American populace is contacted in any given year (Parten, 1966). The reasons for this vary widely.

Government officials may wish to have an overview of some segment of the population in order to propose legislation. Of course, politicians like to feel the public pulse to ascertain exactly what position to take on a particular issue. People in business have to know about public attitudes before investing sizeable amounts of money in new products. Advertising people are most interested in ascertaining the number of people who see and/or remember particular advertisements. Librarians are interested in the types of materials library users need. Other examples can be named almost without end.

In addition Congress has mandated certain surveys; the most notable, of course, being the decennial census conducted by the U.S. Bureau of the Census. Others in the Bureau of Labor Statistics are tracking employment.

How did we arrive at our present level of survey expertise? For thousands of years governments have been interested in assessing the human resources available for taxing, drafting, and other forms of exploitation. Indeed, the Lord was born in the midst of a rather poorly organized survey.

However, it was only after 1800 that surveys arose which were directly concerned with social organization. Early examples include H.L. Bulwer's France: Social, Literary, Political published in 1834. Charles Booth published Life and Labour of the People of London in seventeen volumes between 1892 and 1897.

The Pittsburgh Study was conducted in 1908 by Paul Kellogg. This was one of the first studies done in the United States. Surveys begun at the trickle rate have increased to the torrent which we have today.

The primary tool is the recent development of the computer. The ability of the idiot box to handle large volumes of information rather cheaply has enabled the surveyor to spend ever increasing amount of time on items other than analysis.

Let us now turn to the survey itself. One of my colleagues in the College of Agriculture has a saying concerning research, "The Six P's of Good Research":

Proper

Prior

Planning

Prevents

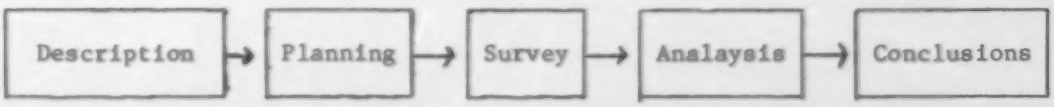
Poor

Performance

This little ditty has one merit. It puts the relationship between planning and performance "up-front." If the planning is not done, the chance for success is markedly decreased.

The sequence of events in a survey can be summarized by Figure 1:

Figure 1: General Outline of a Survey Operation



We shall be primarily concerned with the first two items.

Description is basically the initial formulation of the project. This is the point where certain circumstances become known which prompt the individual to consider the possibility of instituting a survey.

Example: A federal grant becomes available to institute a telecommunication setup between regional central libraries and satellite libraries. Like all grants, certain expertise must be shown and aspects of training should be ennumerated.

At this point personnel in a central library may delineate several possibilities for surveys in the form of questions:

Among these might be

(1) How many people are there in branch libraries with expertise in the computer area?

(2) Are any people interested in being trained?

(3) How many are trainable, i.e., there may be an excess cost involved in upgrading skills to a "trainable" level?

At the outset we may know that there are, say, 100 libraries in the region with approximately eight professionals per library for a total of 800 people.

Hence, considering the number of people and the time and cost needed to answer these roughly formulated questions, we may wish to conduct a survey in which not all people are contacted.

Planning at this point it would seem advisable to enter the formal planning stage.

Planning has basically three parallel branches: (1) Instrument Design, (2) Sample Design, and (3) Analysis Considerations.

But, before embarking on any of these branches, we must be careful to state our objectives in a complete fashion.

The objectives should be stated in a way which not only declares what is to be ascertained, but the precision which is to be asked for. In the example:

(1) To ascertain the number of people who know a single computer language (FORTRAN, COBOL, SNOBOL, ALGOL, PL1, WATFIV, etc.). The precision should be as follows for various levels

Actual Number (A)	Precision Measure
400	100
50	10
10	4

(1a) As ancillary information, to be used for subjective purposes only, program languages available will be ascertained.

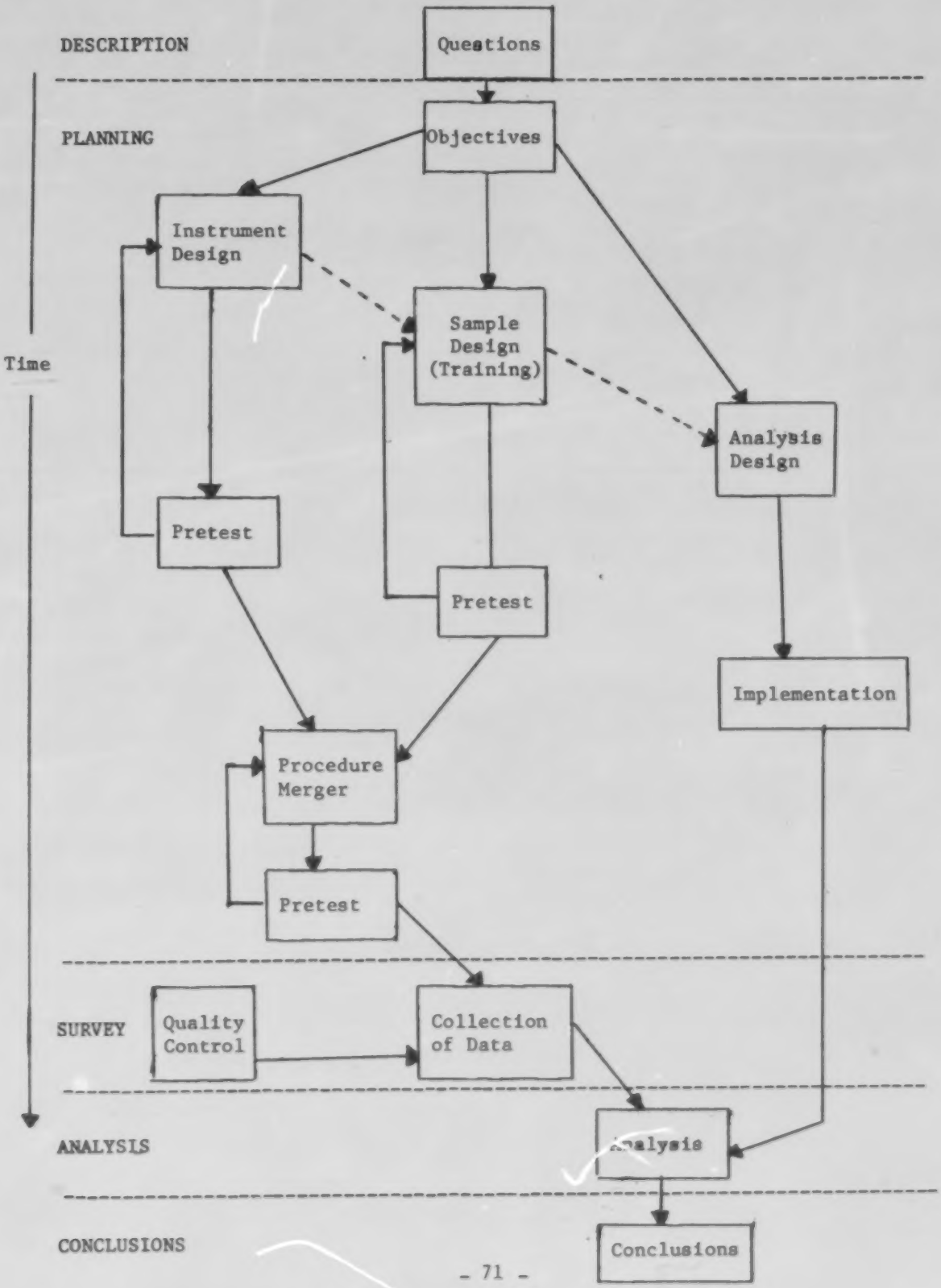
(2) To ascertain the number of people who would be interested in attending three one-day short courses in the computer operations necessary to utilize the proposed system where the total cost is $25.00. Precision here should be

Actual Number	Precision Measure
400	80
200	40
100	20

These are perhaps the objectives which are finally settled upon so that we may get the entire picture (in some sense), consider a more complete flow chart, Figure 2, of the steps in sample surveying.

We shall next consider the instrument design. For the sample design a statistician is needed. Analysis design means generally that we have to have some people with computational expertise.

Figure 2: Detailed Outline of a Survey Operation



Parten (1966) has given a fairly complete approach to instrument construction. She presents a number of items that must be carefully considered. These include (1) the person whocompletes the instrument, (2) the physical appearance, (3) question wording, (4) question sequence, (5) length, (6) purpose, (7) future utility, and (8) handling characteristics.

In addition, it is noted the choice of particular questions is of considerable importance. Items to consider include:

(1) Does the question "answer-up" to the stated objective?

(2) Can the answer be obtained somewhere else?

(3) Is the question properly formulated for analysis?

(4) Is the question too obviously personal?

This briefly summarizes the steps in conducting a survey. There are many technical aspects which can be answered by a statistician when confronted with a particular survey. Therefore, a final bit of counseling includes the admonition to seek professional advise before undertaking a survey.

References

Cochran, William G. Sampling Techniques (2nd Ed.) New York: John Wiley and Sons, 1963.

Hansen, Morris H., William H. Hurwitz, and William G. Madow. Sample Survey Method and Theory. New York: John Wiley & Sons, 1953. Volumes I & II.

Hyman, Herbert. Survey Design and Analsyis Glencoe, Ill.: The Free Press of Glencoe, 1955.

Konijn, H.S. Statistical Theory of Sample Survey Design and Analysis New York: American Elsevier Publishing Co., 1973.

Parten, Mildred B. Surveys, Polls, and Samples New York: Cooper Square Publishers, Inc., 1966.

CHICANO LIBRARY NEEDS
by
Arnulfo D. Trejo

It is indeed a privilege and an honor to address such a distinguished audience. Thank you Dr. Foos for the invitation to participate in this Institute which will no doubt go on record as an important milestone in the development of librarianship for the people of the Southwest.

My assignment is to speak on the library needs of the Chicano population. Considering the heterogeneity of this ethnic group, it would be presumptuous of me to think that I could knowledgeably voice the diverse library needs of over six million people. The complexity of such a topic becomes even more overwhelming if we consider that needs involve wants as well as deprivations. But without getting into technicalities, I can tell you that the library needs of Chicanos are to a large extent the same as those which are identified for the poor, regardless of ethnic background. Approximately 26 million people or at least 18 percent of the population in the United States fall into this category. Who are the poor in the Southwest? Mostly Chicanos, Blacks, Indians and some Anglos.

The concerns of the poor are for food, a place in which to live, clothes to wear and health care. In other words, the basic needs one must meet in order to survive from day to day. The poor have found little or no use for libraries, because they have been traditionally designed to meet the needs of the WASP, the middle class, white, Anglo-Saxon Protestant. Where can I get food stamps? Do I qualify for treatment in the county hospital? My landlord has raised the rent again, still he will not fix my apartment. Can he do that? In our Southwest we also often hear: Dónde está la ofician de imigración? These are among the many questions which worry the poor and more than likely go unanswered.

Are libraries in the Southwest staffed with personnel who can and are willing to answer questions such as these? Some librarians believe that they are not the ones to give out this kind of information. That is the responsibility of the social worker--they say. They further restrict their job assignment to the buildings that shelter books and other library materials. The 1969 ALA study of public library service to the disadvantaged, showed that out of 983 libraries that responded to the questionnaire, 651, or 66 percent replied that they did not have any library programs for the disadvantaged. Very few of those that did have programs provided informational services. Most were concerned with furnishing reading materials. Ironically the poor seldom read. Much of the information needed is quite often still not in print or is never published. But it is there--in the raw. Waiting to be gathered by the alert, tenacious individual who can find his way through the maze of bureaucracy and in the neighborhoods long forgotten.

It was not until 1960 that the following statement was added to the "Library Bill of Rights:"

"The rights of an individual to use a library should not be denied or abridged because of his race, religion, national origins, or political views."

Despite this statement, the philosophy which has prevailed in our profession is captured in the words of Jesse Shera who believes that "the fundamental responsibility of professional educators is to prepare the student for the profession, not to make him a social worker, a reformer, or a champion of justice." With this kind of indoctrination received in library schools, one can hardly expect any kind of meaningful library service for the poor.

The poor will continue to be deprived of adequate library service until there is a change in philosophy. Our whole thinking in regard to poverty in the United States needs to have a new reorientation. Aware of how Chicanos and other minorities in this country have been rebuffed in their attempts to take up the so-called American way of life, Octavio Ignacio Romano, an anthropologist at the University of California at Berkeley and editor of EL GRITO, is spurred on to write: "Then came the roaring twenties--fun, dancing, money, prohibition, the great and the unforgettably mad, happy roaring twenties. Fun for all. Money for all. The war was over. Democracy had been saved. Or was it the world? The melting pot became one continuous party with favors for all-except Indians, Hawaiians, Filipinos, Puerto Ricans, Negroes and Mexicans."

Those of us in the library profession must formulate a well-conceived policy statement in regard to the academic preparation that students are to receive in library schools so that they can work successfully with all library users--actual and potential. The potential ones being the peoples of the ghettos, the barrios, and the reservations.

While I have said that the library problems of Chicanos are to a large extent similar to those of other poor people, I do not mean to imply that all ethnic minorities can be lumped together and that all their library programs and services should be the same, for this is not true. Each group needs to be approached differently and with the utmost understanding.

Let me now briefly tell you about the Chicanos. In 1970 Robert Haro, one of the few Raza librarians, wrote this statement: "Mexican Americans, whether in rural or urban setting, have been largely overlooked by librarians in their attempt to provide library service to the poor. This is in spite of the fact that Mexican Americans represent the second largest minority group in the United States." Library service for Chicanos continue today with few improvements from the time described five years ago.

Just as Chicanos are made up of different racial and cultural backgrounds, we also have representatives in all economic levels of society. In the upper bracket there are a few individuals who, in one way or another, have achieved social status and wealth. There are also a representative number of prosperous businessmen, professionals, and skilled technicians who enjoy the middle-class mainstream of American society. However, the majority of Chicanos find themselves in the lower economic bracket. In the Southwest the median income for a Chicano family is approximately 30-35 percent lower than that of an Anglo family. There are various reasons which explain this situation. Certainly the disproportionate

unemployment of Chicanos is an important contributing factor. Then, too, many of those who are employed hold low-paying jobs. Sixty percent of urban Mexican Americans are employed as craftsmen and laborers. Approximately 42 percent of the farmworkers in California are Chicanos. In contrast only 19 percent are employed in white collar occupations (Professional, managerial, and clerical). On the other hand, half of the Anglo-Americans employed are in the white-collar group and a much smaller proportion than Mexican Americans are in the manual labor classifications.

Somehow the American of today and more important the subsequent generations, must be convinced that this country does not have to have a large low-wage labor pool in order to enjoy prosperity.

Since there is a correlation between income and educational achievement, it can be expected that only a small percentage of Chicanos have a college education. Even more distressing is the large number of Chicanos who drop out before high school graduation. According to a 1971 report published by the United States Commission on Civil Rights, by the eighth grade nine percent of the Chicanos enrolled in schools in the Southwest have already left school. At the time of high school graduation, only 60 percent of the Chicanos are still in school. This explains why the adult Anglo averages 12 years of schooling whereas the Chicano averages only eight years.

Why does this marked disparity exist? There are several reasons, but the one of special concern to educators, and this includes librarians, is, or should be, the poor reading achievement of Chicanos. The same report previously cited states that 50 to 70 percent of the Mexican Americans in the fourth, eighth, and twelfth grades are reading below their grade level. In contrast, only 25 to 34 percent of all Anglo youngsters in these grades are reading below grade level. If a student is unable to read well, obviously writing will also be a problem. With these combined handicaps the pupil is eventually unable to compete with his Anglo peers and terminates by dropping out. In effect, the student becomes a push-out rather than a drop-out, for our schools have failed to recognize the cultural background of the Chicano student who for the most part continues to be Mexican in his way of life.

While cultural differences may have prevented the formation of an integrated society in the Spanish/Mexican borderlands, the more important factor which is no doubt responsible for the development of two distinct, separate, and unequal societies, is that when the Anglo Americans first came to the Southwest they did not bring with them the social attitudes which are conductive to creating a society in which all men have equal rights and opportunities. Cecil Robinson, the author of the book entitled WITH THE EARS OF STRANGERS, amplifies this concept by saying: "...the conditioning of the past, in which the American consciousness has been affected by both the insularity of Britain and polarity of master and slave in America, has produced in the mind of the dominant American type a character distortion." History tells us that 81 percent of the Anglos who settled in Texas were from the South. The prejudices which they held against Blacks were brought with them and transferred to Indians, Mexicans, and anyone else who did not fit their mold.

To a large extent the Mexican-American child experiences these prejudices when he enrolls in a largely Anglo-dominated educational system. First, the child must overcome the strangeness of his new surroundings which have little or no resemblance to his past experience. As if this situation were not difficult enough, generally all the instruction is conducted in English, a language foreign to the child. Approximately 50 percent of the Mexican American population still uses Spanish as the mother tongue. Not only is the child not taught in his native language, but in some instances is made to feel that Spanish is an inferior tongue. The situation of the pupil is further aggravated by the fact that, in addition, Chicanos are often taught by teachers and served by librarians who do not have an understanding of the Chicano way of life.

School libraries have done little to improve the plight of the Chicano student. This does not mean to imply that the situation is or has been any better in academic or public libraries, for it has not. The problem is likely to continue until library schools, particularly those located where there are large concentrations of Spanish-speaking Americans, can take decisive steps to develop and implement a curriculum that will depart from the traditional library course of study with a program to prepare a new breed of librarians. These professionals should be knowledgeable not only about Chicanos as individuals, but would be expected to make a special effort to learn about the history, customs, values and traditions which are part of the Chicano heritage. Equally important is that these librarians be equipped with the skills and attitudes which will enable them to function effectively without the restraints which are the product of racial prejudice and ignorance. This will involve the additional step of identifying with the people of the barrios.

In recent years a plethora of bilingual and bicultural programs has been started at all school levels--from elementary through college and university. Many of these programs were implemented with the assistance of federal funds, yet their success has been greatly curtailed due largely to the serious paucity of qualified educators, including librarians, capable of communicating in both English and Spanish.

Currently Anglo librarians are having difficulty in introducing and getting new programs accepted by barrio residents not so much because they are Anglos, but rather because of their language limitations in Spanish. In addition to this lack of an adequate pool of professional personnel who speak the language is the added handicap of very few librarians who are familiar with the cultural background of the target patrons. Furthermore, when the Spanish-speaking person does venture into the library he or she finds little in the collection that is relevant in terms of needs and interests. It takes persons with special training in evaluating and selecting materials to satisfy these demands. Should the patron require information concerning such needs as where food stamps can be obtained, the location of legal aid and health services, or where citizenship classes are being held, he probably will not find someone intimately familiar with this kind of information and, instead, be referred to an outside agency. Cultural and language differences in cases like these play an important part in the manner in which information is imparted.

In examining the present status of library service to Chicanos, it becomes evident that the profession is now considerably more aware than it was just a few years ago of the need to improve prevailing conditions. Various Chicano-oriented library programs have been started in the last few years, particularly

at the public library level, in California and as far east as Chicago, as well as in Colorado in the north down to Arizona in the south. Still, the chief obstacle that continually hampers improved library services for the Spanish-speaking in the Southwest is the lack of qualified Chicano librarians.

Since library schools are unable to determine in advance where their graduates will be employed, a course designed to acquaint students with any one particular ethnic group would have limitations. However, every library school should include in its curriculum a course or courses that will make students aware of different cultural backgrounds and the need to respond in some positive way to these differences. But the burden need not fall wholly on library schools. Each library, whether public, school, or academic, should assume responsibility for providing some sensitivity training that would acquaint new staff members and other library workers with the needs of the immediate community. The southwest is not a melting pot; rather it is a mosaic of cultural differences and similarities. If libraries are to be of any consequence to the peoples of the Southwest, they must reflect this mosaic of cultural differences and similarities in their staffs, their collections, services and programs.

Southwestern Library Association Newsletter

August, 1974

CELS COORDINATOR APPOINTED

The Executive Board of the Southwestern Library Association announces the appointment of the first CELS Coordinator/SLICE Office Director. Phasing-in during the months of September and October is Peggy O'Donnell, who will join the SWLA full-time on November 1, 1974. Ms. O'Donnell most recently has been the Assistant Director for the San Francisco Public Library's Bay Area Reference Center. In addition to her shared responsibilities for planning and budgeting, she directed the BARC continuing education program and developed a cost study of the various BARC operations.

Prior to becoming BARC's Assistant Director, she was Workshop Coordinator from 1967-1972. Her duties included the development of BARC's continuing education program, which was aimed at upgrading reference skills, promoting more effective use of the information network, and encouraging the sharing of information, resources, and expertise. While the Workshop Coordinator, she also directed BARC's public relations program.

Ms. O'Donnell holds a B.S. degree from Cornell University and a M.L.S. degree from Columbia University. She has worked in both public and special libraries and has been active in the American Library Association and the California Library Association. Her publications include several contributions to *Synergy*, "To BARC with Love" published in the *California Librarian*, and "Viewing, Using and Making Films" published in the *Film Library Quarterly*.

The Southwestern Library Association is extremely pleased to welcome Ms. O'Donnell to the southwest. She will be coming to the southwest for one week in September and during the week of the SWLA Biennial Conference in October. After November 1, she can be reached at the SLICE Office in Dallas, Texas.

CONTINUING EDUCATION QUESTIONNAIRE MAILED

The CELS Interest Group, chaired by John Anderson, has mailed a questionnaire to all SWLA members which solicits information regarding the type of continuing education subjects needed, the structure of programs most preferred (i.e., workshops, short courses, etc.), and any constraints which should be considered in the planning of programs (i.e., seasonal preferences, financial considerations, etc.). The questionnaire was included in the conference registration packet, and additional copies will be available at the conference.

The information reported by SWLA members as to their needs will be tabulated and should be extremely valuable in preparing the new CELS Coordinator for the tasks ahead. Also of assistance to the Coordinator will be any suggestions offered by membership as to courses which should be duplicated for continuing education and resource persons who should be used in a continuing education program.

Completed questionnaires should be returned to SWLA, 7371 Paldao, Dallas, Texas 75240.

SWLA NEWSLETTER
Official Publication of The Southwestern Library Association

Vol. 23, No. 5 | Editor: Patricia H. Smith | October, 1974

SWLA GRANT AWARDS

HIGHER EDUCATION ACT TITLE II-B GRANT

The Southwestern Library Association, committed to a leadership role in developing a program of continuing education for library personnel in its member states of Arizona, New Mexico, Oklahoma, Texas, Arkansas, and Louisiana, submitted an Institute Proposal to the U.S. Office of Education on March 27, 1974, requesting funds to hold an Institute on the campus of Louisiana State University in Baton Rouge. Approval was granted in June, 1974, to present this Institute on "Continuing Education Program Planning for Library Staffs in the Southwest" which will be conducted by the LSU Graduate School of Library Science for the period of March 17-28, 1975, with Donald D. Foos serving as Project Director for the program.

The goals of the Institute are to recruit and train representatives from the SWLA states in the process of planning, developing, and implementing CE programs for library staffs through a structured instructional program dealing with survey instrument design, survey findings analysis, development of summary conclusions and recommendations, development of educational technology, needs assessment, and methods of implementation and evaluation. The overall goal of the Institute is to provide a program that can be transferred by the participants to their respective states, and in turn, to conduct similar programs on state and local levels under the auspices of their respective state library agencies, library schools, library associations, and libraries.

Selection of participants for the program will be determined by a Selection Committee composed of a representative of the SWLA Executive Board, one representative of each of the SWLA member states, and the Institute Project Director. Institute participants selected will be designated HEA Title II-B Institute Fellows and receive $75.00 a week ($150 for the two-week period) stipend. The Grant does not provide funds for the reimbursement of travel. Participants should be representative of all types of libraries in each state. Thirty participants, representing five from each of the six states in the SWLA, will be selected. *Application deadline is January 15, 1975.* The Selection Committee plans to meet at the end of January to select participants and alternative participants. Candidates selected will be notified in February concerning their acceptance status.

Program lecturers include Allie Beth Martin, Tulsa City-County Library System; Wayne L. Schroeder and Martha Jane Zachert of Florida State University; Ruth Patrick, Syracuse University; Edward Fontenette, Atlanta University; Mary Neibold, Odessa College; and Charles Roberts, David Smith, Sallie Farrell, Francis Niksa, Charles Patterson, Robert Dikeman, Marie L. Cairns, and Patsy Perritt from Louisiana.

An individual continuing education program will be developed by each participant during the two-week period. A composite publication including these programs and selected session reports will be sent to all library schools, major libraries, and state library agencies in the SWLA area.

Interested parties should contact Donald D. Foos, HEA Title II-B Institute Director, Graduate School of Library Science, Louisiana State University, Baton Rouge, Louisiana 70803, for further information and application forms.

MINUTES OF JULY 7 EXECUTIVE BOARD MEETING

The SWLA Executive Board met on Sunday, July 7, 1974, at the Americana Hotel in New York City. Definitive minutes are on file in the SWLA Office; excerpted below is a summary of major items of business transacted by the Executive Board:

2. Heard a report given by Donald Foos that the HEA Title II-B grant proposal for an institute to train the trainers in continuing education had been funded.

3. Discussed the roles of the Continuing Education Interest Group and the CELS Advisory Group in ensuring the successful implementation of the CELS Project. The CE Interest Group's role was re-emphasized as providing a vital channel for membership's input to the Project and to involve the membership in continuing education.

SWLA MEMBERS ARE INVITED TO ATTEND SWLA CELS MEETING

Lee Brascher, Donald Foos, Peggy O'Donnell

CELS ADVISORY GROUP REPORT

Following the acceptance in October, 1973, by the SWLA Executive Board of the *Continuing Education for Library Staffs in the Southwest (CELS): A Survey with Recommendations* report completed by Allie Beth Martin and Maryann Duggan, the CELS Advisory Group was created. Composed of the SLICE Council, SWLA representatives, consultants, the SLICE Office Director, and the deans and directors of library schools in the Southwest, the Advisory Group met for the first time in Dallas on February 8, 1974, and 42 members attended. The Group authorized SWLA to proceed with preparing proposals for HEA Title II-B Institutes during FY 1974 and discussed programming of a General Session on Continuing Education at the SWLA Conference in Galveston. John Anderson, the organizing chairman of the SWLA Interest Group on Continuing Education presented a report on tentative action plans. The Group approved a Position Description for the CELS Coordinator job and approved the printing of a six state regional calendar of continuing education offerings in the *SWLA Newsletter*. A Nominating Committee was appointed to suggest a chairman and vice-chairman of the Advisory Group as needed. Following the meeting, Donald D. Foos was selected as chairman. As a result of the meeting, the SWLA submitted a proposal for a two-week Institute to be held March 17-28, 1975, on the campus of Louisiana State University in Baton Rouge. The "Program Planning Institute" as approved by the U.S. Office of Education under HEA Title II-B is to be conducted by the LSU Graduate School of Library Science with Donald D. Foos serving as Project Director. (A CELS Coordinator, Peggy O'Donnell, was appointed by the SWLA Executive Board effective November 1, 1974.)

The Group met in Galveston on October 15, 1974, and presented a motion which was approved by the members concerning the reorganization of the CELS Advisory Group. The Group's composition would be deans and directors of library schools in the Southwest, the chairman of the SWLA Continuing Education (CE) Interest Group, chairman of CE committees of library associations in the Southwest, and CE representatives for state library agencies. This recommendation was presented and approved by the SWLA Executive Board on October 15, 1974. (Due to the recommended Group's reconstituted membership, no action was taken on the Report of the Nominating Committee chaired by Kathy Puffer. Nominations will be solicited for four new members.)

Representatives of the CELS Advisory Group met with Frank A. Stevens, Chief of the Library Education and Postsecondary Resources Branch, Division of Library Programs, U.S.O.E., Washington, D.C., and Harold Goldstein, Director, Leadership Training Institute, Tallahassee, Florida, on October 16, 1974, in Galveston to discuss the U.S.O.E. Institute to be held in March, 1975, at Louisiana State University. (The Report of the CELS Advisory Group was presented and accepted by the membership at the SWLA General Membership Meeting on Wednesday, October 16, 1974, in Galveston, Texas.)

SLICE COUNCIL MINUTES

The SLICE Council reviewed the financial status report for the SLICE/CELS Project for the 1975/76 biennium.

Action taken my the SLICE Council included the following:

(5) Approved the motion to add the SLICE/CELS Coordinator to the SLICE Council.

ANNOUNCEMENT

Institute
on
Continuing Education Program Planning
For Library Staffs in the Southwest
March 17-28, 1975

Sponsored by the U.S. Office of Education through the Southwestern Library Association and the LSU Graduate School of Library Science.

PROGRAM GOALS:

A two-week institute on the LSU campus to provide training in the process of planning, developing and implementing continuing education programs for library staffs through a structured instructional program dealing with survey instrument design; survey findings analysis; development of summary conclusions and recommendations; development of educational technology; needs assessment; program design; and program implementation and evaluation.

PARTICIPANTS:

Thirty representatives from the SWLA area by type-of-library and/or association. Limited to five from each state. Participants will receive $75 per week stipend, or $150 for the two-week institute with a $15 per week dependency allowance per dependent prorated on the basis of a five-day week. Participants are exempt from all tuition and other required fees, but are responsible for the cost of room, board, and travel.

INFORMATION AND APPLICATION FORMS MAY BE OBTAINED FROM:

Dr. Donald D. Foos
Institute Director
Graduate School of Library Science
Louisiana State University
Baton Rouge, Louisiana 70803
(504) 388-3158

APPLICATION DEADLINE: January 15, 1975

KEG: KONTINUING EDUCATION GAME

By Martha Jane K. Zachert
and Donald D. Foos

Learning Objectives for Game Players:

1) To gain insight into the principles of planning continuing education (and/or to incorporate these principles in a program design)
2) To experience some of the interpersonal dynamics of group planning

Game Objective: To complete a plan for library continuing education in a state, given typical potential and typical constraints

Game Personnel: The game is played by two or more State Continuing Education Councils, each composed of players with designated roles. Depending on the total number of players involved one or two represent each of the first three roles One player represents each of the last four roles.

Academic Libraries (Roles 1 and 8)
Public Libraries (Roles 2 and 9)
Special Libraries (Roles 3 and 10)
School Libraries (Role 4)
State Library Association (Role 5)
State Librarian (Role 6)
Library School Dean (Role 7)

Each State is given a name by the Game Director for purposes of identification of the group during the game. The names of the states are Bobolink, Chickadee, Eagle, Dove, Finch, etc. as needed.

Consultants: 1 for each State CE Council
Referees: 1 for each State CE Council
Game Director

Note: The total group playing the game should be divided into sub-groups of 7, 8, 9 or 10 players for each Council. The Councils do not all have to have the same number of players. Some players may be assigned as Observers with responsibility to monitor discussions and report their observations after the game. The minimum number of players (for the State CE Councils) plus one Consultant plus one Referee (who also acts as Game Director) is 16 persons..

Game Scoring:

Session 2. The reward for Session 2 is the funding of a matching grant by the Regional Library Association. At the conclusion of the Session 2 roleplay, the Referee(s) will ask a representative from each CE Council to read its plan to the entire group. The Referee(s) will score each plan on the Council's incorporation of principles and techniques for planning CE and/or instructional design.

The maximum score is 30 points. Any CE Council which achieves this score will have its USOE Planning Grant augmented by $15,000. Less than maximum scores will be awarded grants as follows:

26-29 points:	$12,000
21-25 points:	$10,000
11-20 points:	$ 5,000
5-10 points:	$ 2,000
0-5 points:	No grant

Game Play: KEG is played in two sessions during each of which the players try to accomplish a given task:

Session 1. The task is to elect a Chairman. The group will be given 20 minutes to accomthis task. Each player will be given a Role Card which is his guide to personal behavior and strategy during the game play. As soon as a CE Council has accomplished its task, it reports the name of its chairman to a Referee.

Session 2. The task is to select objectives and plan a format for a single CE presentation and to present this plan in a one-page document. Each Chairman will preside over his CE Council in its planning deliberations, but each must continue to represent his own constituency also. Each player will again use his Role Card to guide his behavior and strategy. The group will be given 40 minutes to accomplish this task. As soon as a CE Council has completed the statement of its plan, it submits the statement to a Referee. A CE Council may engage a Consultant to work with it. The Consultant's fee, which is determined by the Referee, is charged against the Council's grant funds.

Game Scoring:

Session 1. The reward for Session 1 is the funding of a USOE Planning Grant Proposal for each CE Council that qualifies. The criterion is time. The first Council to submit the name of its Chairman will receive $15,000; the second will receive $7,500; the third, $3,750. If a Council has not completed its task at the end of 20 minutes, it missed the deadline and does not receive a grant.

It is one of the Referee's duties to observe the CE Councils at work and to read role cards randomly in order to observe whether or not players are participating in their assigned roles during Session 1. A Referee may penalize a CE Council if, on reading a player's Role Card, he decides that the player is not carrying out his role. The penalty is the addition of five minutes to the task completion time of the player's CE Council for each player not participating. The Referee must stop the roleplay and notify that Council of each penalty.

KEG: Role 1. Academic Libraries Representative

Group Discussion Role. In all group discussion you constantly seek information in detail about any proposals that are made. "How do you know?" is your favorite question.

Session 1. Your role is that of representative for academic libraries of the State. They elected you and you vote as you think they want you to. You are to nominate the Library School Dean as chairman and to support him to the end. Be very vocal in your support and put down vigorously any other representatives who disagree with you.

Session 2. You--and the Academic Libraries Section of the State Library Association--favor a week-long institute on automation as the most needed continuing education for the state. You are opposed to long-range plans because continuing education is needed now.

KEG: Role 2. Public Libraries Representative

Group Discussion Role. In group discussion you try to be helpful by looking ahead and spotting sources of difficulties. Point them out and suggest appropriate steps to alleviate them.

Session 1. Your role is that of representative for public libraries in the state. You volunteered for the job and are enthusiastic about the possibilities. You would very much like to see the state librarian as the chairman of this Council, but you don't want to nominate him for reasons of your own. If someone else does, support him.

Session 2. You feel the initial work on the CE Council should focus on para-professionals. After all, everyone has some and, in the present economy, they are the life-blood of public libraries. This kind of continuing education would be best handled by the state library, so you favor giving it the resources to get on with the job.

KEG: Role 3. Special Libraries Representative

Group Discussion Role. In all group discussion try to focus on the practicalities of putting a plan into action. Try to get the group to pre-evaluate each suggestion by testing its feasibility and/or workability.

Session 1. Your role is that of representative for special libraries. You think the Dean of the Library School would be the best possible chairman for the Council. Nominate him, if possible, and support him vigorously.

Session 2. You feel that the SLA has been a professional leader in presenting continuing education and you favor contracting with that organization for whatever long or short-range plan is adopted. Try to get others to see it your way.

KEG: Role 4. School Libraries Representative

Group Discussion Role. In all group discussion try to offer additional information, positive information in relation to your own suggestions, and negative information in relation to ideas you oppose. You will have to make up this information as you go along. Just be firm, sound authoritative, and keep stressing "facts."

Session 1. Your role is that of a school librarian. You were asked by the chairman of the Local School Librarians Association to represent the group, and you agreed because you could do so easily and you believe in continuing education. You favor the State Coordinator for School Libraries for chairman of the CE Council, but she is not a member of the Council. You suggest that she be petitioned to become an "ad hoc" member and chairman. If you cannot persuade the Council to this argument, vote for the person you think will make the best chairman.

Session 2. You are aware, of course, that school librarians' certification in your state depends on academic work taken for graduate credit. You believe, therefore, that CE planned for the state should be graduate work for which school librarians can receive credit. You also believe that the only school librarians who do not agree with this are apathetic about CE anyway and will not participate in any CE, so you don't hesitate to speak for your entire constituency. Oppose vigorously any suggestions for non-credit programs.

KEG: Role 5. State Library Association Representative

Group Discussion Role. In all group discussion try to make sure that every member of the group has opportunities to express his ideas. Some of them might agree with yours. Call for opinions from those who don't speak up and, if someone keeps trying to talk but is "shut out," force the group to stop and listen.

Session 1. Your role is that of representative of the state library association. You feel it should have the responsibility for CE in the state and that this Council is realy superfluous. Here it is, however, so the next best idea is to control it for the association, but not obviously. You oppose the dean of the library school as chairman, and you want to support the state librarian. You don't want tc nominate him, however. Be alert to follow someone else's lead in this direction.

Session 2. You want to leave the CE to the library association. Try to get it assigned to them. Or try for a contract with them. Or try to get other plans relegated to sub-committees for "evaluation."

KEG: Role 6. State Librarian

Group Discussion Role. In all group discussion try to appear as a mediator. There are bound to be conflicting ideas in this Council. Pour oil on troubled waters. Rely on the light touch, even joking, to dilute negative feelings and to relieve tension.

Session 1. Your role is that of state librarian. You would be very happy to be chairman of this Council--in fact, your hidden motive is to get yourself elected--but you naturally do not want to nominate yourself. Be affable and make yourself available! Neither can you afford (PR-wise) to oppose anyone. Be subtle!

Session 2. You would like to see the state library have the responsibility for whatever continuing education is decided on and you most certainly want the university to have nothing to do with it. Even more strongly, however, you want to put the CE resources into training para-professionals. This is your number one priority in this session. Try to make it happen.

KEG: Role 7. Dean, State Library School

Group Discussion Role. In all group discussion maintain a positive role of leadership. Show relationships between various ideas suggested. Try to eliminate difficulties and draw together differing individuals or sub-groups within the Council.

Session 1. Your role is that of dean of the state library school. You feel that library school expertise should be tapped for whatever CE activity is decided on, but that your school's resources are sadly taxed in the present economic squeeze. Try to be a leader in whatever happens, but avoid being elected chairman. You have enough to do!

Session 2. The immediate future looks bleak in several ways, so take the long view. Support a long-range plan for a super "survey of needs and willingness to participate." If you can stretch that out for at least two years, the library school may have the resources to do the job itself--and the resulting publicity couldn't hurt! You would certainly like to see the university get a piece of the pie. Support ideas that look in that direction without taking on a lot more work for yourself.

KEG: Role 8. Academic Libraries Representative

Group Discussion Role. In all group discussion try to be friendly, warm, responsive to others, praising the ideas of others (except any that might lead to the library association's having responsibility for the continuing education). Try to build on the ideas of others.

Session 1. Your role is that of representative for academic libraries of the state. They elected you but you were told to use your own best judgment in representing them. You are opposed to having the state librarian as chairman of this group; support anyone else you choose.

Session 2. You feel that buying "packages" of continuing education from some group that has experience and will do all the work is a good deal. You have attended CE seminars held by the Special Libraries Association and you favor buying from them. You especially oppose having the state library association do it, as it is a rather sleepy organization.

KEG: Role 9. Public Libraries Representative

Group Discussion Role In all group discussion you are rather passive, preferring to follow the group and accept the ideas of others, rather than offering leadership.

Session 1. Your role is that of representative for public libraries. You reluctantly accepted appointment from a luke-warm chairman of the public libraries section of the state library association. You would support the state librarian as chairman of this Council if he were nominated, but you don't want to make the nomination. Actually, you don't care much who is chairman.

Session 2. You are concerned about the way automation is being foisted on libraries and think an institute that would "show it like it is" would be a good idea. However, there are lots of other problems and you could be persuaded to something else.

KEG: Role 10. Special Libraries Representative

Group Discussion Role. In all group discussion try to conciliate differences in points of view and suggest compromise solutions when there are differences of opinion.

Session 1. Your role is that of representative for special libraries. You are very enthusiastic about the potential of this Council and you would like to see the most dynamic person in the group as chairman. You think the library school dean is in the group only as PR and you would not want him as chairman.

Session 2. You are in favor of buying a CE package from the Special Libraries Association, but you realize some others may oppose the idea vigorously. Try to choose the best idea for everybody from among those suggested and build on it.

KEG: KONTINUING EDUCATION GAME

Instructions to Referees (not included in information given to players):

The Role Cards given to players before each session will incorporate instruction for behavior that is characteristic of typical group members: initiators, helpers, gatekeepers, etc. Referee(s) will observe the CE Councils to which they are assigned during each session and randomly ask players for a look at their employer Role Cards. If players are not participating in his/her assigned role, Referee(s) will penalize the Council(s) as stated under Game Scoring. Referees do not interact otherwise with their Councils.

At intervals during the Second Session as indicated by the Game Director, the Referee(s) will hand out one of the following news releases to each CE Council (i.e. the same news release to each Council at the same time).

News Release 1. An SLA Continiuing Education activity (similar to that under consideration by your CE Council if you are considering a specific activity) has been scheduled two weeks prior to the Council's planned activity. The SLA tuition is $20 less than that planned by your CE Council

News Release 2. The Local Community College announces that it is making faculty lecturers, consultants, and a CE planning service available to local professional groups at a minimal cost.

News Release 3. An ad appears in the local paper announcing that a Big City Management Consultant Group experienced in planning and presenting professional CE courses is offering local service--at maximum prices.

Following Session 2, Referee(s) will score the plan of each Council and distribute grants as stated under Game Scoring. Remember to deduct the cost of consultations from the grants.

Game Materials: (3 sets as needed)

1 Council packet for each Council, containing:
- Identification tags for players, showing (1) Role number, (2) whom each represents and (3) the state to which each belongs
- Role Cards for players
- Instruction sheets
- Legal pads, newsprint, felt-tipped pens
- Large sign with name of state for group identification

Game Materials:

1 Consultant packet for each consultant, containing:
- Identification tag
- Instruction sheet

1 Referee packet for each Referee, containing:
- Identification tag
- Instruction sheet
- 1 copy of each News Release
- Scorecard

The Referee(s) may penalize a CE Council if, on reading a player's Role Card, it is decided that the player is not carrying out his role. The penalty is a deduction of $1,000 from the grant for each non-participating player.

The Referee(s) charge the cost of consultation against each Council's grant funds before the final grant is awarded. Each consultation with a general consultant costs $500. Each consultation with a consultant from the Local Community College costs $100. Each consultation with a consultant from the Big City Management Consultant Group costs $1,000.

The CE Council with the most dollars with which to implement its plan at the end of the game is the winner.

SCORECARD:

	Session 1			Session 2				
States	Time	Rank	Grant	Points	Rank	Grant	$	Rank
1. Bobolink								
2. Chickadee								
3. Dove								
4. Eagle								
5. Finch								

Plan Score:

Award points for:	Bobolink	Chickadee	Dove	Eagle	Finch
Incorporation of behavioral objectives (0-5)					
Inclusion of needs assessment of constituency (5)					
Utilization of local resources (0-5)					
Utilization of educational technology (1-5)					
Incorporation of experiential techniques (1-5)					
Inclusion of follow-up evaluation (5)					
Total					

Note: The Game Director may substitute other criteria for scoring depending on what has been emphasized about CE planning and program design in instruction (if KEG is played as a review), or on what is to be emphasized (if KEG is played as an introduction). If the major objective in using KEG is to study group process, criteria related to the process should be devised for scoring.

KEG: KONTINUING EDUCATION GAME

Instructions to Consultants (not included in information to be given to players):

Your job is to be as helpful as possible. Use all your skill to bring about the objectives decided on by the Council that engages you. Be critical if the Council has not gone about its planning by using the best methods known in adult education work. If the Council's own groundwork has been good, build on it.

Suggested Reading -

Zachert, Martha Jane K. Simulation Teaching of Library Administration. New York: R.R. Bowker Company, 1975.

KEG: KONTINUING EDUCATION GAME

Instructions to Game Director (not included in information to be given to players):

It is your responsibility to read all of the game materials and to be prepared to direct it in the *following ways:*

1. Assign players to groups.

2. Give out Council Packets. (Be sure the correct number of role cards for 7, 8, 9 or 10 players is included.)

3. Go over game directions with players and answer questions. Improvise as necessary. (For example, the question may be asked, "Why is there only one School Librarian?" Answer: "The second one chosen for the Council could not find a replacement for herself in the school library and could not come." Or "Her car broke down and she can't get here.")

4. Go over instructions to Referees to be sure they understand their responsibilities.

5. Go over instructions to Consultants and be sure they understand their responsibilities.

6. Give the signal to begin the game simultaneously to all Councils.

7. Time Session 1 and give the signal to end the session. Note the time each Council reports the name of its Chairman and remember that minutes count. Be sure to ask each Referee if any penalties have been inflicted. If they have, add five minutes for each penalty to the time of the penalized Council(s).

8. Announce the grant awards.

Least time	$15,000
Next	7,500
Most time (to 20 minutes)	3,750
If no chairman at the end of 20 minutes	0

These amounts may be altered if there are many more Councils.

9. Give the signal to begin Session 2 simultaneously to all Councils. Time the session.

10. Signal the Referees to distribute the news releases at the end of 5 minutes (Release No. 1), 15 minutes (No. 2), 30 minutes (No. 3). If the groups have gotten off to a slow start, wait ten or even 15 minutes for the first release and adjust the time for the others. Just be sure that the releases are given to the Councils simultaneously.

11. Give the signal to end the game. Reassemble all participants into one Group and preside as each Council presents its plan in turn. The plan should be read aloud and the copy of the finished product should be turned over to the Referees. Incomplete plans are automatically eliminated from the competition for grant funds.

12. Give the Referees time to score the plans and subtract any penalties from the grants. Announce the score for each plan and the grant and total of both grants for each CE Council.

Note to Game Director: There are two "audiences" for this game: (1) a group of librarians (or students) who are studying the process of planning continuing education activities, and (2) a group of librarians (or students) who are actually engaged in group planning of continuing education. The preparation for the game and the debriefing after the game should reflect the major interest of those playing the game; the game itself will be the same. Similarly, there are two circumstances in which this game could be used. One would be as an ice-breaker for a group coming together for the first time, whether the purpose of that group is study or planning. The second appropriate circumstance is at the conclusion of a period of study or planning related to continuing education or group process. In this instance the game serves as a review. The Game Director should call attention to the specific objective of the game during the briefing session and should emphasize points appropriately during the post-game debriefing.

Overview of the Continuing Library Education
Network and Exchange (CLENE)
by
Ruth J. Patrick

I'm pleased to be here with you talking about continuing education as you are in the process of developing action plans for continuing education on the state and regional level. If we're concerned with providing quality library and information services to all we have to recognize the importance of qualified and updated personnel. These personnel--no matter how highly motivated--cannot pursue their development unless supported by employers, schools, state library agencies and associations at all levels - local, state, regional, national.

A national plan for continuing education will be enhanced by regional and state planning--and the Southwest is truly showing itself to be a leader in the field and a model for other states and regions to follow. I commend you on what you have accomplished, but also challenge you to go much, much further.

In talking with you about the nationwide plan, I have three objectives:

1. I want to give you a picture of what is being proposed at the national level--its goals, processes, structure, and current status.

2. I want you to take from this picture parts that you think could be helpful to you in developing your state plans. In a sense, this picture is yours--it was built on data from you and your representatives--and is a picture of what you said "should be" to promote continuing education.

3. If you like what you see--I'd like to suggest you consider recommending to your parent agency the endorsement of the nationwide plan.

The agenda for my 2½ hours is:

1. I'll talk about the national plan for continuing education.

2. You'll break into your state teams and discuss the implications of the nationwide plan for your state plan. Specific questions and tasks to consider are:

    1. Would you recommend your state endorse the nationwide plan for continuing education?

    2. By brainstorming, list processes you feel need to be done on a statewide basis.

    3. Identify the first thing you'll do to implement your action plan when you return to your state.

    4. Are there any questions you'd like answered?

3. Then we will hear reports from each of the state teams. You've been given copies of the transparencies I shall be using of the outline of my talk for two purposes. First, to save you from having to write notes, and second, for your to make transparencies from in you would like to use this material as a basis for a report on the nationwide plan to others in your home state.

CLENE
CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE
--A SERVICE AND RESOURCE FACILITY
(Transparencies for an overview of CLENE)
as follows, pages 95-117

PATRICK

CLENE

A SERVICE AND RESOURCE FACILITY

CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE

1. Why do we need it?
2. How did we get it?
3. What is it?
4. What can it do?
5. What can it do for us, and what can we do for it?

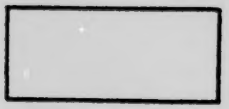
PATRICK

RECEIVER

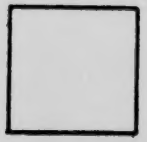
1. Librarian
2. Person operating a library without MLS
3. Technical Information Specialist
4. Paraprofessional
5. Library Technician
6. Clericals
7. Trustees
8. Others

PROVIDERS

Employing Library or Information Center



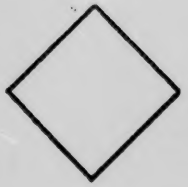
Library and/or Information Science School



State Agency

Association

Others



- 96 -

PATRICK

PROBLEMS

1. Unequal Distribution
2. Duplication
3. Wide range, but fragmented and scattered
4. Lack of continuity

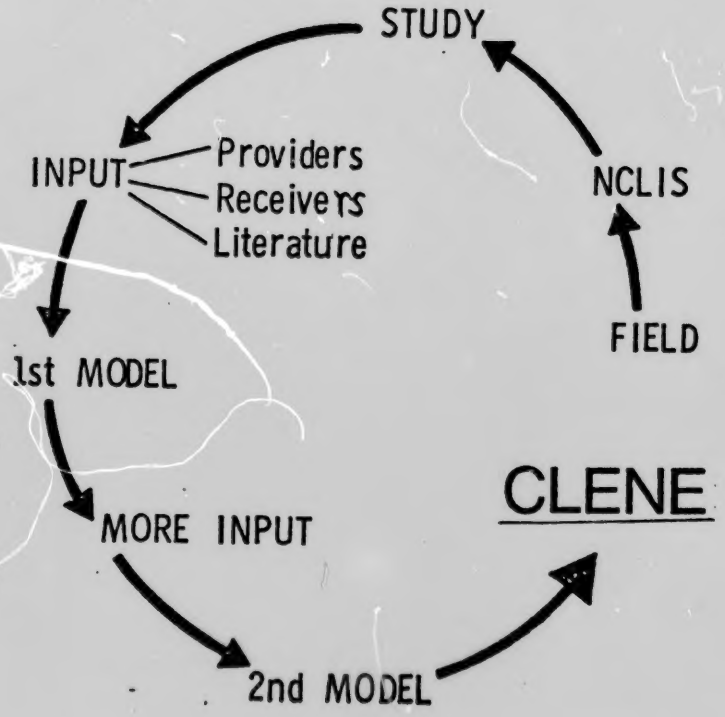
CLENE

RECOMMENDATION

LINKING OF PROVIDERS AND
RECEIVERS BY THE MECHANISM
OF CLENE IN A COLLABORATIVE
PARTNERSHIP

PATRICK

HOW?


STUDY
INPUT
Providers
Receivers
Literature
NCLIS
FIELD
1st MODEL
MORE INPUT
2nd MODEL
CLENE

GROUPS PARTICIPATING IN QUESTIONNAIRE SURVEY AND THEIR RESPONSE RATE, 1973

	GROUP NAME	NUMBER IN UNIVERSE	NUMBER IN SAMPLE	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONSE
	Complete Sample				
1.	Libraries--national	3	3	3	100
2.	Library associations--national	38	38	24	63
	Library associations--regional	7	7	4	57
	Library associations--state	51	51	29	57
3.	Library schools--accredited	51	51	40	78
4.	State library agencies	51	51	39	76
	Subtotal	201	201	139	69
	Partial Sample				
5.	Libraries--academic	...	12	9	75
	Libraries--public	...	13	9	69
	Libraries--school	...	13	8	62
	Libraries--special	...	12	8	67
	Subtotal	...	50	34	68
6.	Library schools--unaccredited	250	20	16	80
	Total	...	271	189	70

PATRICK

MISSIONS OF CLENE

1. To provide equal access to continuing education opportunities available in sufficient quantity and quality over a substantial period of time to insure library and information science personnel and organizations the competency to deliver quality library and information service to all

2. To create an awareness and a sense of need for continuing education of library and information science personnel on the part of employers and individuals as a means of responding to societal and technological change

PATRICK

GOALS OF CLENE

1. To develop a process for continually assessing the continuing education needs of library and information science personnel at all levels and in all locales

2. To develop methods for responding to the continuing education needs of individuals and groups

3. To develop a coordinative mechanism for suppliers of continuing library and information science education at local, state, regional, and national levels, as a means of:

   a. insuring maximum use of existing resources
   b. eliminating unnecessary duplication of effort

4. To develop a delivery system for responding to the continuing education needs of individuals and groups

5. To collect and disseminate inter-disciplinary information relating to continuing education of working adults

6. To encourage broad involvement in planning, building, and modifying the processes of the Continuing Library Education Network and Exchange.

PATRICK

CLENE should:

1. Widest participation
2. People being served
3. Flexible relationship
4. Continuous needs assessment -- grassroots
5. Existing services
6. Programs related to high priority needs
7. Liaison with other disciplines

CLENE should NOT:

monolithic

"leaders"

unable to adapt

sporadic -- national

duplicate

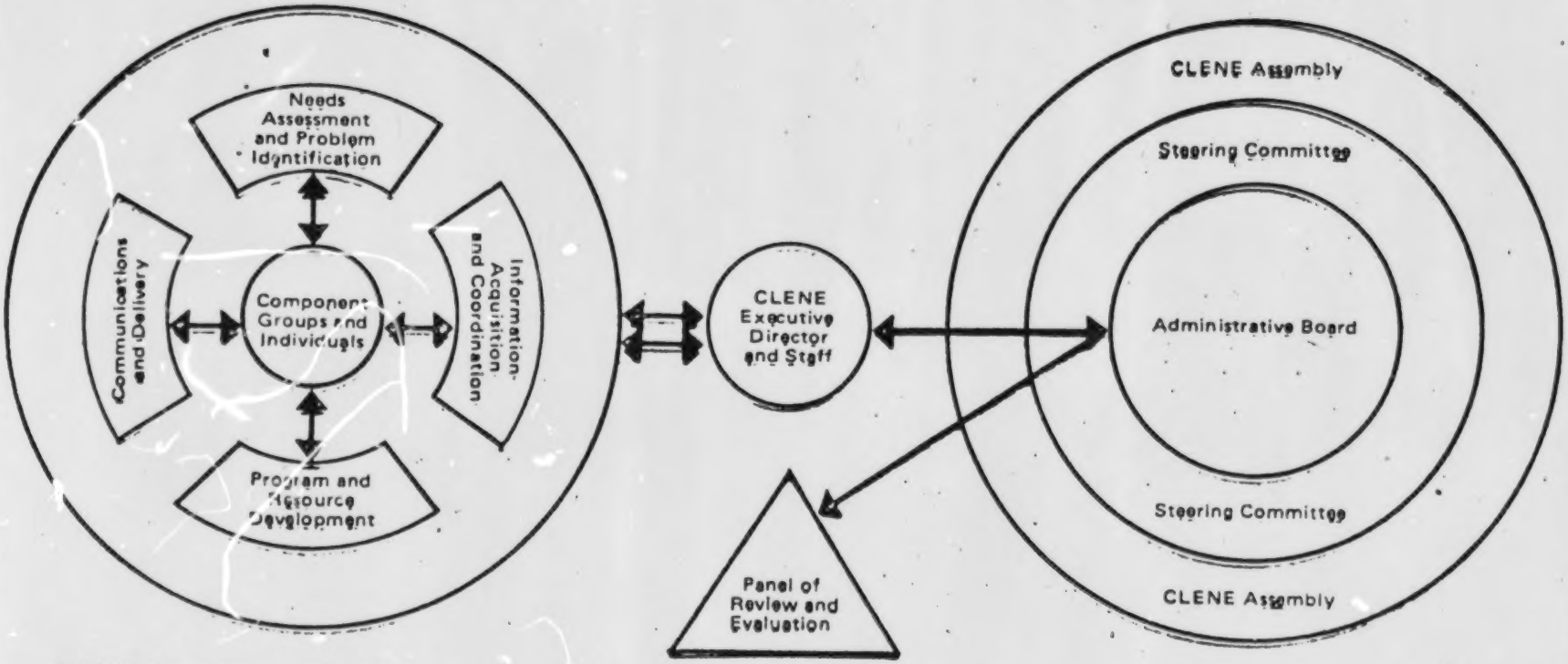
not related

isolation

PATRICK

CLENE

OVERVIEW OF CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE: CLENE
ULTIMATE GOAL: QUALITY LIBRARY AND INFORMATION SERVICE



CLENE, Processes serving the individual and local, state, regional and national levels of the library and information science community.

Representative Structure of CLENE

PATRICK

CLENE COMPONENTS

The Assembly

Composition

It is suggested that the CLENE Assembly build upon the already existing Continuing Library Education Network (CLEN). Membership in the Assembly, in addition to the present CLEN members, might include the presidents, or heads (or designates); or persons indicated for each of the following 12 groups:

1. Library schools accredited by the American Library Association

2. Departments and schools of library science that are not members of the Association of American Library schools

3. Individuals concerned with continuing library and information science education (including persons knowledgeable in the related fields of educational technology; adult, continuing, and professional education; public administration)

4. National libraries

5. National library associations and members of leading national educational and related organizations such as the National Education Association and Association for Educational Communication and Technology)

6. Regional library associations

7. State library agencies

8. State library associations

9. Subscribing member libraries of CLENE

10. State planning committee (the persons in each state responsible for the statewide plan for continuing library and information science education)

11. Local committees for continuing library and information science education -- three persons in each state active in local committees for continuing education are selected by the State Planning Council. In selecting these persons consideration is given to all levels of library personnel -- librarians, operating librarians, technical information specialists, paraprofessionals, library technicians, and trustees -- as well as library users

12. Individuals (one person from each state) active in statewide planning for higher education as a whole, appointed by the governor (this member is chosen from the Education Commission of the States, if the state is one of the 44 members of the Commission)

Successful planning and programming at the state level would seem to indicate that at a minimum any statewide plan should include the following elements:

1. A plan for an organizational structure for statewide continuing education in library and information science that provides for the reality of local diversity and assures the input of autonomous activity

2. A position statement on continuing education on a statewide basis

3. An interpretation of the concept of continuing education in library and information science throughout the state

4. Description and identification of continuing education needs of library and information science personnel at the local grassroots level based on meeting the needs of the resident population

5. A plan for the implementation and evaluation of statewide programs based on continuous needs assessment at grassroots level and based on continuous input to the planning process by all levels of library and information science personnel

6. Tactics for obtaining legislative support for a statewide plan for continuing education in the library and information science

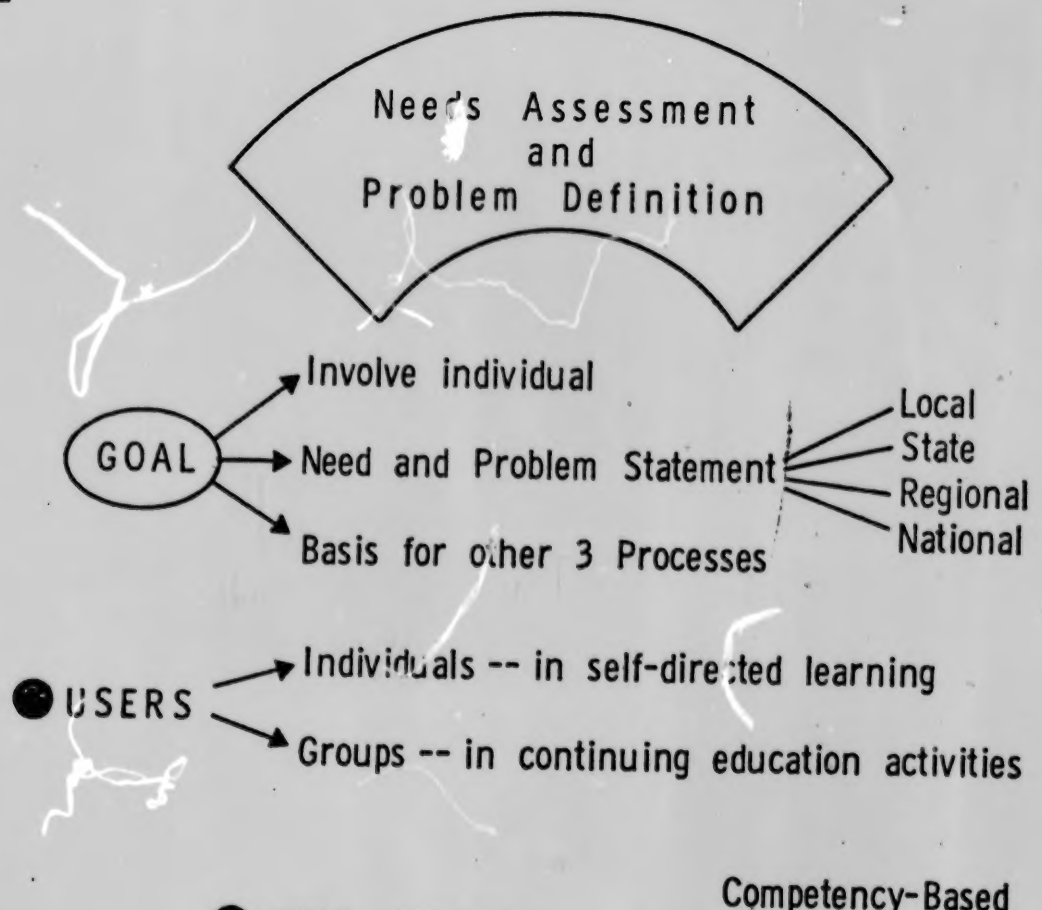
7. Cooperation with the State Legislative Committee of the National Legislative Network for Libraries as a means of promoting legislation for continuing education

8. A plan for providing a coordinated schedule of continuing library and information science on a statewide basis

10. Cooperation with regional and national planning and programming in the area of continuing education

PROCESS ONE

PATRICK



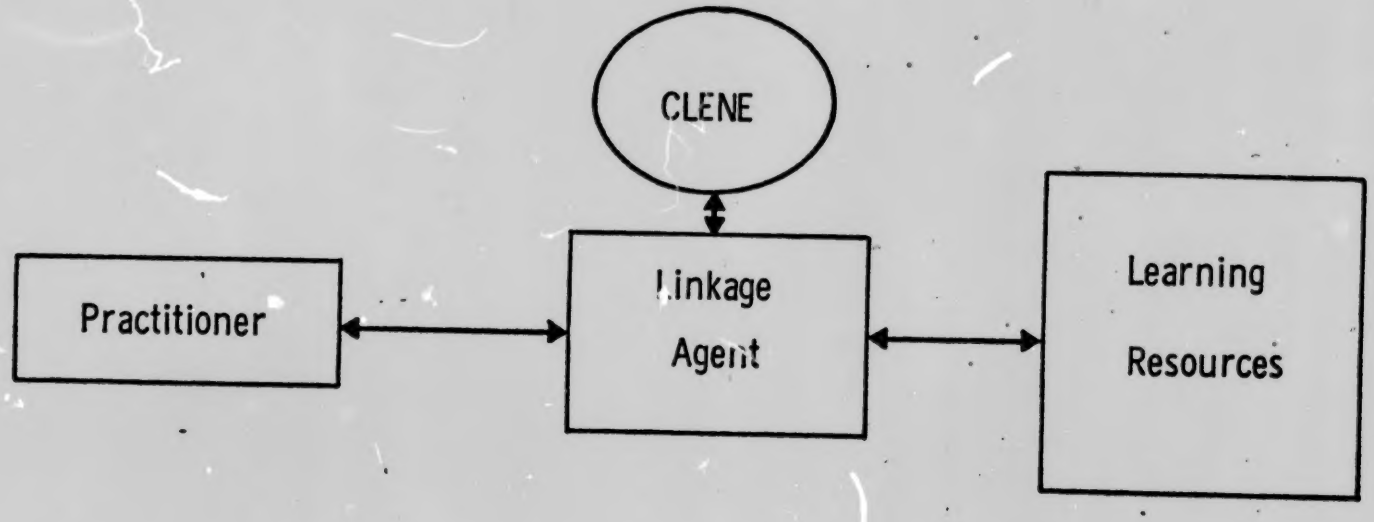
PATRICK

MODELS OF NEEDS ASSESSMENT

1. Competency - Based Learning

- Determine future competencies -- 5 to 10 yrs.
- Establish learning goals
- Identify resources and strategy
- Evaluate learning

2. Linkage Agent



Linkage Agent could provide:

1. An overview of how the individual can use a needs appraisal process so that it will serve the individual's purposes well

2. A guide for the collection of data so that the individual will have an active view of his or her own current performance

3. Community data about the needs of the resident population

There are numerous ways the Linking Agent could help CLENE it its functions. For example, the Linkage Agent could:

1. Encourage CLENE to develop new materials and develop more effective delivery systems for self-directed continuing education, such as video cassettes, home study courses, single concept films, and computer based education

2. Provide CLENE locally developed materials that could be redistributed to other areas

3. Provide CLENE with names of experts who could serve as educational resources

4. Serve as a review and evaluation board for new programs and resources developed by CLENE, along with other members of the local continuing library and information science education planning committee

Likewise, there are numerous ways in which CLENE might help the Linkage Agents in their tasks. For example, CLENE could:

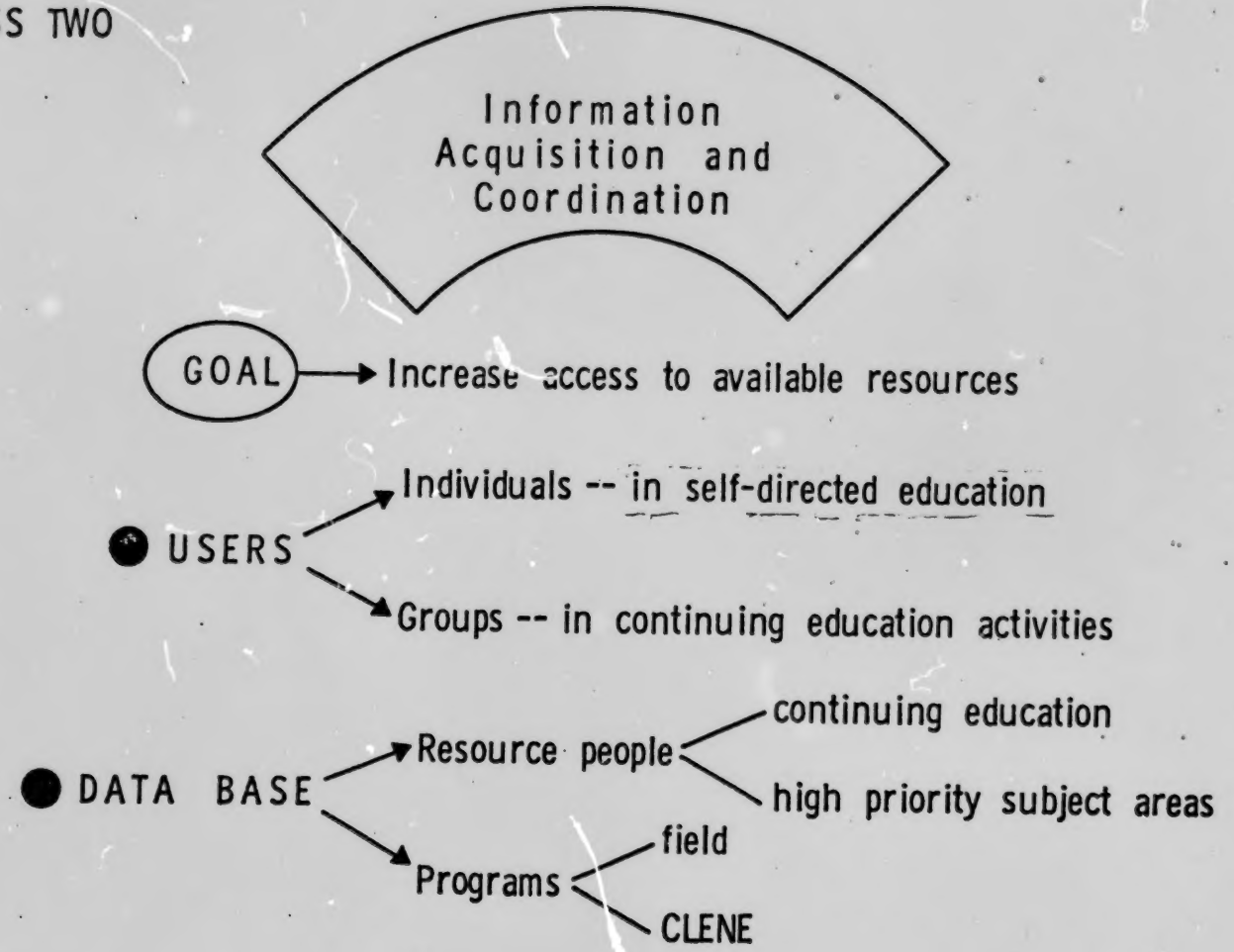
1. Provide guidelines for the Linkage Agents in performing their role of facilitating self-directed, life-long education

2. Alert Linkage Agents to new programs and resources, valuable for library and information science personnel, that had been developed by CLENE or by other groups

3. Offer consultant service to local, state, regional, and national continuing library and information science education planning committees, stimulating an awareness in the individual of the the importance of self-directed continuing education

PROCESS TWO

PATRICK



PROCESS THREE

PATRICK

Program and Resource Development

GOAL → QUALITY PROGRAMS → EVALUATION!

- Facilitative Aspect
  1. Disseminate Existing Programs
  2. Provide Consulting Services

- Production Aspect
  1. Transportable Programs
  2. Continuing Education Materials
  3. Self-Instructional Learning Courses
  4. Audio - Cassette Tapes
  5. Task Force -- High Priorities

CLENE STAFF

Subject Instructional Specialists

OUTSIDE AGENCY

PROCESS FOUR

PATRICK

Communications and Delivery

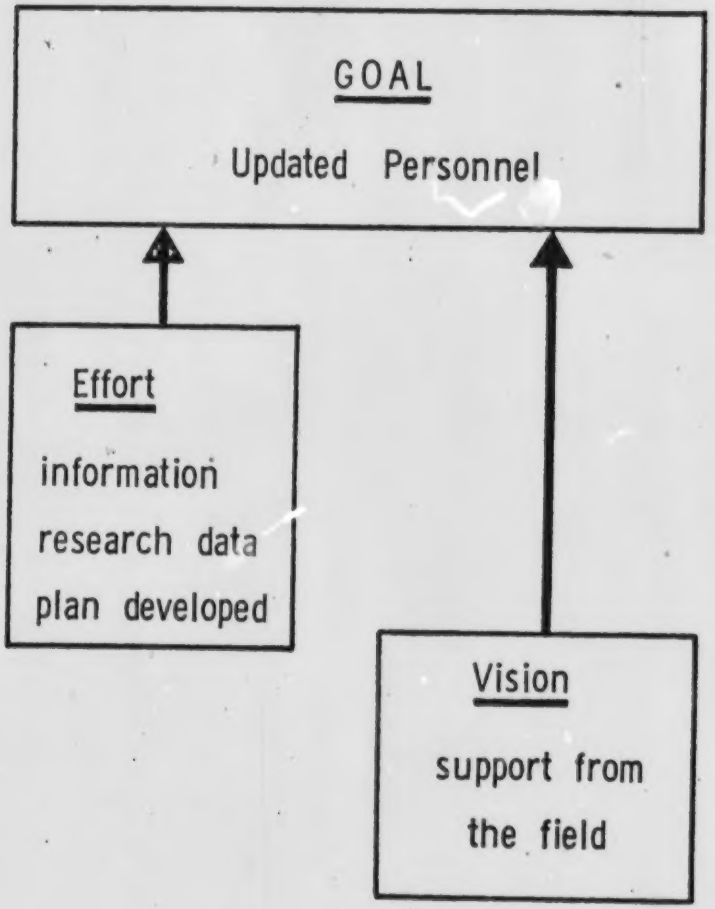
GOAL

- Awareness of Importance of, Need for Continuing Education
- Procedures for Distribution

- Publications
  - Programs and Resources
  - Recent Research
  - Bibliographical Listings
  - Innovative Program Review
  - Perspectives on High Priority Problems
  - Landmark Statements

- 4 Stages to encourage
  - Awareness
  - Interest
  - Use
  - Feedback

PATRICK


GOAL
Updated Personnel
Effort
information
research data
plan developed
Vision
support from
the field

Developing Plans for Continuing Education in Each State

by

Peggy O'Donnell

The CELS survey described in these proceedings recommended the coordination of Continuing Education (CE) activities at the regional level through a network made up of the various library components in each of the six states, the library associations, the state library agencies and individual libraries. This Institute, which is one of the major factors in the establishment of this network, identified individuals in each state who had responsibility to continuing education and while providing them with further training in the area, gave them the opportunity to work with their counterparts from their state.

Originally, the program was planned to allow each participant to produce an individual model for CE activities. However, it was felt that it would be an excellent chance for the participants to meet as a team to develop a plan that would stimulate and encourage continuing education for library staffs in each state. The groups were to assess the existing strength in each state that would promote a successful program for staff growth development and to identify the barriers that might hinder such a program. With these factors in mind, they were to design a model for a coordinated CE program. The model, if implemented, would be a natural channel of communication with the SWLA CELS project on the regional level and could eventually provide a linkage point to the National Network - CLENE.

Each team was asked to consider what steps should be taken to successfully increase awareness among library staffs about the importance of CE, establish a structure that could coordinate and report training activities and provide a contact point with CELS and work toward a long range program of CE in the state.

The plans that follow are the results of long and exhausting work sessions, in which each state team searched to find the methods that would work best in their area. The guidelines, if implemented, could provide more effective and more comprehensive CE opportunities in each state. In addition to the very real value these plans will have in the individual states and in the SWLA regional program, they might also serve as working models to other states outside the Southwest area.

State plans as follows:

Arizona (119-121)
Arkansas (122-124)
Louisiana (125-129)
New Mexico (130-131)
Oklahoma (132-136)
Texas (137-140).

ARIZONA

STATEMENT OF PURPOSE (ASLA Continuing Education Committee, February 1, 1975)

The ASLA Continuing Education Committee has the responsibility to create an awareness for the need of continuing education programs for all levels of library personnel in the State of Arizona as well as to encourage participation in such activities on the local, state, regional, and national levels. As a representative group for all types of libraries, the Committee has a direct responsibility to the membership for ascertaining the needs for staff development programs, workshops, conferences, and institutes which will enable library personnel to achieve their individual and collective growth potential. Further, the Committee should serve as an advisory and coordinating body for programs being planned and, where possible, sponsor or initiate programs to meet needs which have not been met by agencies or groups within the state. A close line of communication should be maintained with the state library extension service, library schools, universities, community colleges, and individual programs, both in Arizona and the regions (SWLA and WICHE).

In accordance with the statement of purpose adopted by the Continuing Education Committee of the Arizona State Library Association, the state representatives at the SWLA/LSU Institute on Continuing Education Program Planning for Library Staffs in the Southwest recommend that the Committee consider and act upon the following:

To present the NCLIS CLENE concept at the April meeting of the ASLA Committee.

To seek endorsement of the NCLIS CLENE concept from the ASLACE Committee and the ASLA Executive Board.

To recommend continued funding of SWLA CELS through the State Library Agency.

To prepare the Committee through a mini-workshop to present the CELS and CLENE concepts to library oriented meetings and groups within the state.

To develop with the Committee a position paper on Continuing Education for all levels and types of library personnel in the state to present to the ASLA Executive Board for endorsement.

To study the data collected in the CELS Needs Assessment Survey to develop a suggested short term schedule of CE programs, and to investigate the need for a fuller, more detailed needs assessment survey within the state.

To establish a regular column in the ASLA Newsletter in which to announce all identified CE programs in the state and region and share this information with the CELS office.

To develop a standard evaluation from to be used for reporting of all CE programs identified.

To investigate possibilities of establishing a CELS Continuing Education Unit (CEU) system.

To seek continued funding from the State Library Agency for CE activities involving all types of libraries.

To develop a program for the ASLA Conference (Fall, 1975) to present to the general membership the CLENE and CELS concepts and how Arizona can interface.

To establish a Continuing Education Interest Group for Arizona library personnel.

To investigate the possibility of employing a coordinator for the planning

and developing joint programs for the State Agency and the institutions providing library education.

To begin work within the Committee on a five year plan for Continuing Education in Arizona which would interface with CELS and CLENE.

Submitted by:

Mary E. Power
Sheldon Lawrence

Lawrence Power

ARKANSAS

Continuing Library Education

A Recommended Program for Arkansas

PHILOSOPHY:

Continuing education of library staff members is necessary to improve library service in Arkansas. Therefore, the SWLA CELS and the NCLIS CIENE concepts are endorsed.

The responsibilities for continuing library education will be assumed by the following persons and agencies in Arkansas:

1. The individual library staff member.
2. The administrators of libraries.
3. The Arkansas Library Association.
4. The Arkansas Library Commission.

Continuing library education will be provided for all levels of library personnel and for all types of libraries.

IMPLEMENTATION:

The Committee. The Arkansas Library Association's Continuing Education Committee and the Arkansas Library Commission will coordinate continuing education activities for library personnel in Arkansas.

The committee will be appointed by the President of the Arkansas Library Association. Membership of the committee will consist of at least one representative from each of the following types of libraries:

1. Public;

2. School.

3. Academic.

4. Special.

In addition, there will be permanent committee member from the Arkansas Library Commission. The President of the Arkansas Library Association will serve as an ex-officio member of the committee. The first committee appointed by the President should include the Arkansas participants in the "SWLA/LSU Institute on Continuing Education Program Planning for Library Staffs in the Southwest." The permanent committee member from the Arkansas Library Commission will be officially responsible for communication and coordination of continuing library education activities with the SWLA CELS Coordinator.

Initiation. A planning session will be held with the Librarian of the Arkansas Library Commission, to enlist cooperation in sponsoring a training session for a core of librarians who will be responsible for continuing library education in Arkansas. Components of the planning process should include the following:

1. Needs assessment, to be based on the SWLA CELS Survey.
2. Identification of personnel to be responsible for continuing library education.
3. Identification of facilities and resources for continuing library education.
4. Funding committment from the Arkansas Library Commission, the Arkansas Library Association and other agencies.

Continuation. The Continuing Education Committee will be responsible for developing a long-range continuing library education plan for the State of Arkansas.

Submitted by:

Gladys N. Davis
Cora M. Dorsett
Leroy M. Gattin, Jr.
Carol Wright
Neil Barnhard, Recording Secretary

Dorsett Gattin Wright Barnhard Davis

LOUISIANA

Continuing Library and Information Science Education

Recommendations of Louisiana Participants

POSITION STATEMENT:

The Louisiana participants in the "SWLA/LSU Continuing Education Program Planning for Library Staffs in the Southwest" Institute view continuing education as an important concern and need for library staffs in Louisiana. This concern and need has been established by the SWLA CELS Survey (Continuing Education for Library Staffs in the Southwest) and is felt regardless of library type (public, academic, school, or special) or type of position (professional, paraprofessional, technical assistant, or clerical). The Louisiana participants urge that libraries, library associations, and library schools in the state cooperate with one another, with the Southwestern Library Association, and with national efforts to organize a continuing education network for library staffs. The Louisiana participants especially feel that the various library organizations in the state should support the recommendation of the National Commission on Libraries and Information Science Continuing Library and Information Science Education Report for the formation of a national Continuing Library Education Network and Exchange (CLENE); and the recommendation in the five year plan of the Louisiana State Library for an additional full-time member whose responsibilities will include the coordination of continuing library and information science activities in Louisiana.

RECOMMENDATIONS FOR IMPLEMENTATION OF CONTINUING LIBRARY EDUCATION IN LOUISIANA:

At its April, 1975 Conference, the membership of the Louisiana Library Association will vote whether to create a Continuing Education Committee from the present Adult Education Committee and thus to change the thrust of the existing committee. Louisiana Institute participants are strongly in favor of this proposed change in structure and recommend that we participants be appointed to the newly structured LLA Committee as a nucleus of persons concerned and informed about continuing library education in Louisiana. A formal request to this effect has been relayed to Dr. Donald D. Foos, Chairperson of the present LLA Adult Education Committee and Director of the HEA Title II-B SWLA/LSU Institute. We further recommend that a representative of school libraries be appointed, since this segment of the library community is not represented by Louisiana Institute participants; and that a Continuing Education Interest Group be formed at the LLA Conference, the chairman of which will automatically be a member of the LLA CE Committee. Louisiana Institute participants regard the CE Committee as a proper organizational vehicle for implementing CE in the state.

We Institute participants accept as our first responsibility the communication of information disseminated at this Institute. The April LLA Conference, falling only two weeks after the SWLA/LSU Institute, will be an immediate forum for further dissemination of information about national and regional efforts to implement continuing library

education. In this respect, Louisiana is fortunate to have engaged Peggy O'Donnell, SWLA CELS Coordinator, as the keynote speaker for the LLA Conference, and to have Dr. Donald D. Foos, Institute Director, as Chairperson of LLA's current Adult Education Committee. These two key resource persons should be able to relay information about the NCLIS CLENE Report, the SWLA CELS Survey, and this Institute to LLA conferees. Institute participants will act as information resource persons for the various regions and organized systems which they represent, and organs such as Library Communique and LLA Bulletin can make a special effort to report CE activities at the national and regional level and their possible implications for Louisiana. The establishment of a regular column in the LLA Bulletin in which to announce identified CE programs in Louisiana and the Southwest is desirable to further the flow of information throughout the state and the region. Since administrative support for CE is essential if Louisiana is to have a viable network of CE activities in cooperation with regional and national programs, the Louisiana Institute participants view this communications component of our recommendations as a vital issue.

As a follow-up to immediate announcements at the LLA Conference, the Louisiana participants recommend that the newly formed and reconstituted CE Committee sponsor a one, to one and one-half day capsule program on continuing library education in order to inform a wider segment of the Louisiana library community about the rudiments of CE program planning. We envision a weekend program planned five to six months in advance and

utilizing the expertise of the SWLA CELS Coordinator and CE Committee members. Enrollment will be limited to approximately fifty persons representing all types of libraries; these enrollees to serve as a base for future CE activities in the state. Rather than issue blanket invitations to enroll, the LLA CE Committee should endeavor to invite specific persons genuinely interested in CE and having enough persuasive or organizational power to implement CE programs.

In the period between formation of the LLA CE Committee and presentation of the capsule program outlined above, the Committee should compile a list of resource persons in Louisiana who may be used in various kinds of continuing library and information science education programs, the resource list to be published and distributed to Louisiana libraries and to SWLA CELS. Resource persons so listed may have subject expertise or special abilities in actual presentation of subject matter. The Committee should plan its first meeting at the April, 1975 LLA Conference (perhaps on Thursday afternoon, April 11) to take advantage of the presence of the SWLA CELS Coordinator. It should endeavor to assess state needs and set priorities on the basis of these needs.

FUNDING:

For purposes of funding the LLA Continuing Education Committee, Louisiana Institute participants recommend the addition of one dollar to individual membership dues of LLA, all proceeds to be used by the CE Committee for administrative expenses as well as for actual program development. In addition, Institute participants recommend

that programs be self-supporting, with fees charged in accordance with actual expenses incurred in planning, developing, and presenting a given program.

Sana Alawady
Florence P. Bass
Beth Bingham
Linda Gates
Malva H. Huson
Kay James
Kathryn Johnson
Marcia W. Perkins
Bill Drewett, Recording Secretary

James Alawady Drewett Johnson Gates Bingham Bass

NEW MEXICO

Planning Continuing Library Education in New Mexico

Ongoing educational programs for library staffs are essential for effective library service.

NEW MEXICO LIBRARY ASSOCIATION CONTINUING EDUCATION COMMITTEE RESPONSIBILITIES:

1. Redefine the role of the Continuing Education Committee within the New Mexico Library Association (NMLA).
2. Expand the NMLA Continuing Education Committee to include representatives of all types of New Mexico libraries. The Staff Development Officer at the New Mexico State Library shall be a permanent member of this committee.
3. Establish that the NMLA Continuing Education Committee will coordinate all continuing library education efforts in New Mexico.
4. Create an awareness and sense of need for continuing education of library staffs on the part of individuals, employers, and professional associations.
5. Endorse and support the recommendations of the SWLA Continuing Education for Library Staffs in the Southwest Survey (CELS) and the NCLIS Continuing Library Education Network Exchange (CLENE) Report.

NEEDS ASSESSMENT:

1. Ascertain needs for continuing education through analysis and continuing evaluation of survey data.

CONTINUING EDUCATION OBJECTIVES:

1. Gather data and evaluations on programs being offered by various

segments of the New Mexico library community and make such information available to the entire community through the New Mexico Libraries Newsletter, SWLA Newsletter and CELS headquarters.

2. The NMLA Continuing Education Committee should explore the possibilities of program planning for continuing education at the NMLA Annual Conference.
3. Work in conjunction with continuing library education committees of other New Mexico associations.
4. Obtain primary funding from NMLA for program development, communication, and travel.
5. Support continued funding of CELS by the New Mexico State Library.

LONG RANGE OBJECTIVES:

1. Plan continuing education programs to satisfy identified needs.
2. Evaluate effectiveness of such continuing education programs.

Sandra Coleman
Jean Ives
Shirley Ann Lowman
Marie Clara Martinez
Richard Van Wye
Lowell Duhrsen, Chairperson

Martinez Ives Lowman VanWye

OKLAHOMA

Proposed Continuing Education Plan for

Library Personnel in the State of Oklahoma

The number of institutes and workshops presented in Oklahoma each year is evidence that Oklahoma library personnel are aware of their responsibilities in continuing education and eager to improve their knowledge and capacities. Interest in cooperation in continuing education programs is shown by Oklahoma's participation in planning of the SWLA Continuing Education for Library Staffs in the Southwest (CELS) project and the funding of that project provided by the Oklahoma Department of Libraries. The coordination of efforts of agencies and organizations offering continuing education experiences within the state, and the periodic assessment of needs in continuing education are of high priority.

At present, several agencies within the state are developing programs independently. While it is logical that various library groups freely design their own programs, a need exists for improved coordination to facilitate the best use of energy and resources. At present, programs successfully given are frequently not recorded so that they may be repeated, and offerings are not sequenced so that one subject may be probed at some depth over a period of time. It is important that Oklahoma have a vehicle for gathering information on available programs.

Development of institutes, symposia, and workshops currently depends largely on the interests of resource people in several professional groups and institutions, who respond to needs as they become aware of them. No ongoing system of assessing needs or one agency to collect information on needs exists. At least one attempt to assess interests and needs for continuing education has been made by the SWLA CELS office and findings from this questionnaire will be useful for coordinating continuing education efforts for a short period. Such an assessment needs to be repeated at intervals and it is important that Oklahoma have an instrument for this purpose.

As a result of increased interest, the Oklahoma Library Association Continuing Education Committee has recently been reactivated. Further interest in continuing education is evidenced by the participation of seven Oklahoma librarians in the SWLA/LSU Institute on "Continuing Education Program Planning for Library Staffs in the Southwest" held at Louisiana State University in Baton Rouge, March 17-28, 1975.

The librarians who participated in this Institute wish to recommend to the library community of Oklahoma that:

1. A concerted effort be initiated to expand an awareness of the importance of Continuing Education for all library personnel.
2. Continuing education efforts of Oklahoma be molded into a state wide network.

3. Previous commitment to SWLA CELS be reinforced by continued financial support through the Oklahoma Department of Libraries.
4. The concept now embodied in the Continuing Library Education Network and Exchange (CLENE), which has been developed under the auspices of the National Commission on Libraries and Information Science, be endorsed as the national continuing education network to interface with regional and state activities.
5. Major library agencies in the state designate persons charged with responsibility for continuing education within their organization.
6. A representative state organizational structure be determined to facilitate coordination and identification of ongoing continuing education programs. Responsibilities of this group should include:
   A. Developing standardized program evaluation instruments.
   B. Locating area resources, both people and materials.
   C. Determining available sources of funding.
   D. Receiving information from the SWLA CELS Survey, analyzing the information, and making recommendations based on the analysis.
   E. Conducting an ongoing needs assessment.
   F. Investigating and pursuing possibilities of a recognition system for personnel involved in continuing education.

G. Encouraging diversity in the design of continuing education responsive to the needs and priorities of individual libraries and personnel.

H. Disseminating information concerning state, regional, and national continuing education planning.

PLAN OF ACTION:

1. Attend the Annual Conference of the Oklahoma Library Association in Tulsa, Oklahoma on April 10-12, 1975 as an unofficial continuing education interest committee. At this conference we will, in cooperation with and under the auspices of the Continuing Education Committee of the association, work to promote continuing education and obtain endorsement of the proposed network plan. We intend to achieve this objective by the following actions:

   a. Present planning recommendations to the governing body and the membership at large, in official sessions, for their information and hopefully their endorsement.

   b. Operate an information booth at the Association Conference at which we will inform conference attendees concerning developing continuing education efforts, including regional and national efforts and networks. We will also be promoting development of state activities.

2. Chairperson of the Continuing Education Committee of the Association will attend the annual leadership training workshop of the association and present our planning recommendations for their adoption and action.

3. Members of this committee formed at this Institute have identified state library agencies and associations that should be major factors in a state continuing education network. Each committee member has accepted responsibility for contacting such agencies as already assigned.

Submitted by:

Joanne G. Angle
Harry Clark
Paul L. Little
Shirley N. Pelley
Marilyn L. Shackelford
Nan Sturdivant
Ruth W. Wender

Clark Angle Pelly Wender Shackelford Little Sturdivant

TEXAS

Recommendations for Continuing Education for Library Staffs in Texas

INTRODUCTION:

This report recommends that the Texas delegation to the SWLA/LSU Institute on "Continuing Education Program Planning for Library Staffs in the Southwest" assume a leadership role in cooperatively developing with other agencies a planned and on-going continuing education program for library staffs in the Southwest. As a basis for statewide planning we endorse and support the recommendations of the SWLA Continuing Education for Library Staffs in the Southwest Survey (CELS) and the NCLIS Continuing Library Education Network Exchange (CLENE) reports. We recognize the importance of the continuing education activities of state library and state education agencies, library professional organizations, graduate library schools, undergraduate library programs, community college programs, individual libraries and library staff members. To coordinate these activities, and to provide a vehicle for statewide planning, we recommend the formation of a Continuing Education Planning Committee under the auspices of the Texas State Library, Department of Library Development, Coordinator of Continuing Education. This Planning Committee should represent the various types of libraries, library educators, and library associations. We recommend that the Texas delegation to the Institute form the core of this Planning Committee and that the planning and continuing education

programs be integrated with the programs of the Texas Library Association Continuing Education Committee and other library professional organizations' continuing education components.

OBJECTIVES:

To provide information on the recommendations of the SWLA CELS Survey , the NCLIS CLENE Report and on the Proceedings of the SWLA/LSU Institute on Continuing Education Program Planning for Library Staffs in the Southwest, and to seek endorsement for these plans from various information science and library associations, library schools, individual libraries, and library staff members and to seek their active participation.

To establish a network in Texas for the identification, evaluation and exchange of information on continuing library and information science education programs, persons, and materials, to serve as a clearing house for that network, and to direct this information to the SWLA CELS Coordinator.

To disseminate information gathered about continuing library and information science education activities and materials in Texas.

To develop a coordinated planning process for statewide continuing education programs initially through the revision of the Continuing Education Component of the five year Federal Plan for statewide Library Services.

To develop training sessions on continuing education techniques.

To support the establishment of a continuing education unit as a part of the regional structure of continuing library and information science education.

To explore possible sources of funds to guarantee the continued operation of the SWLA CELS Project.

IMMEDIATE ACTIVITIES:

April--May, 1975. Initial Contacts

Report to Texas State Library and Texas Education Agency.

Report to the Texas Library Association Continuing Education Committee.

Report to the four Texas Library Association divisions (academic, public, school, special).

Report to the ten Major Public Library Resource Center System Coordinators.

Report to the Special Libraries Association, Texas Chapter and the American Society for Information Science, Texas Chapter.

Establish suitable contacts with school and academic librarians.

Report to library schools.

News releases to Special Libraries, Texas Library Journal, SWLA Newsletter, Library Developments Newsletter, Media Matters, and Supervisor's Slant and other appropriate publications.

May--June, 1975. Continuing Education Planning Committee

Appointment of a Continuing Education Planning Committee by the Texas State Library.

June--August, 1975. Methods Development

Establish methods to be used in revising the continuing education section of the Texas State Library's Federal Five Year Plan. Such methods might include design of more detailed needs assessment instrument, survey of existing groups that provide continuing education activities, and establishment of a series of statewide planning meetings to obtain local input.

Draw up methods of setting up the continuing library and information science education network in Texas and the means for disseminating this information.

Fall, 1975. Initial Planning Meetings and Training Sessions

Conduct initial planning meetings at the Texas Library Association September Assembly and District Meetings as well as short training sessions on continuing education techniques.

January, 1976. Long Range Plan

Submit preliminary draft of long range continuing library and information science education plan as a component of the Texas State Library's Five Year Federal Plan.

Submitted by:

Henry L. Alsmeyer, Jr.
Mina A. Brees
Constance A. Moore
LaVerne Morrison
Linda Schexnaydre
Harriett M. Stegner

NEEDS ASSESSMENTS - CHARACTERISTICS:
THE AMERICAN INDIAN CULTURE
by
Mary Roy Nieball

Emerging today on the contemporary scene in the United States is a new American Indian. He is still often plagued by the poverty stemming from his isolation, but despite poverty, isolation, and discrimination, he is becoming a more vocal and militant Indian who has greater awareness of his own place in American history and his role in today's social enviroment. This new Indian group include individuals who are beginning to rise in the ranks of teachers, artists, public officials and businessmen.[1]

The average American in today's society knows too little about the history and contempory life of the first Americans; their languages and religious practices; their art forms; and about outstanding Indian personalities in our country's history.

The purpose of this presentation is not only an assessment of the characteristics and needs of program planning for American Indians in the Southwest, but also to develop among the participants an awareness, concern, and appreciation of this new breed of American Indian--of whom I am one-- and to better understand the unique problems of library service to the American Indian community.

The American Indian in the Southwest, according to the 1973 Report of the U.S. Commission on Civil Rights,[2] suffers much of the economic, social, and cultural deprivation that affects other minority Americans. However, problems of the American Indian are complicated by additional factors. While Indians encounter pervasive discrimination not unlike that faced by other minority groups, their plight is traceable, in large degree, to the failure of the federal government to carry out its treaty obligations and statutory responsibilities.

Most Indian tribes and pueblos of the Southwest are conquered nations. In exchange for their rights and privileges as full sovereign entities, they have received certain guarantees and assurances from the federal government. Reservations were created to house tribes retaining a limited form of sovereignty. These reservations are semi-autonomous on which a combination of tribal, state, and federal law applies. Indian people receive the federal government's commitment to provide certain services and act as trustee for Indian interests. By treaty, many tribes relinquished all legal claim to vast areas of land in return for health care, education, and other services.[3]

Five major problem areas of Southwestern Indians identified by the U.S. Commission Report are employment, education, health services, water rights, and administration of justice. These five areas are briefly discussed. For a complete coverage consult the Commission Report.

Indians in the Southwest suffer from unemployment and under-employment which is attributed to several factors: bias on the part of employers, poor preparation on the part of Indians; failure of the federal government to enforce non-discrimination laws effectively; and widely held negative stereotypes of Indian workers.

In the area of education, the U.S. Commission reports that both the BIA--Bureau of Indian Affairs--and the public school systems in the Southwest are failing Indian school children whose educational attainment is two to three years below that of the general population. Bilingual and bicultural education are all but nonexistent. Until recently, the entire educational effort was aimed at teaching Indians the English language and American behavorial patterns. Even now, whether in BIA or public school, Indian children are in classroom environments controlled by non-Indians. An Indian child often must learn English as a second language if he or she is to survive. The Indian Advisory Boards of the BIA schools are just that--advisory. The school administration may or may not control the type of education given the children. Indian parents are unable to influence the educational programs of the public schools since they are seldom elected to school boards. Most administrators and a majority of teachers in both BIA and public schools are Anglos. Many Indian children have few Indian success models from which to develop a strong and positive self-image.[4]

Concerning health services, Indians have a high infant birth rate, a high infant mortality rate, and a short life expectancy. The U.S. Commission on Civil Rights Report states that Indian tuberculosis rate is nearly eight times the national average. Alcoholism causes 6.5 times as many deaths among the Indian population as among the general population. The suicide rate is twice the national average. The Indian Health Service--formerly a part of the BIA but now a part of the Dept. of HEW--is responsible for the health care of the Indian population. The U.S. Commission Report shows that the Health Service is seriously underfunded and lacks the capacity to meet the health needs of the Indian people adequately. Off-reservation Indians are frequently neglected by county and local public health facilities which treat other indigent persons. The Indian Health Service has indicated that the entitlement of non-reservation Indians is in doubt. But even where entitlement is not an issue, priority goes to reservation Indians for health services.[5]

The U.S. Commission on Civil Rights Report shows that for Indians, justice does not have an equal hand. On reservations, Indians are subjected to the same coverage as all other citizens. Indians complain that in border towns and rural areas near reservations, law enforcement is more harsh than in urbanized areas. The arrest rate for alcohol-related charges is much higher for Indians than non-Indians. Indians are concerned about major crimes on the reservation. BIA and FBI are responsible for investigation of major crimes on reservations, but witnesses claim that neither agency has taken the responsibility seriously.[6]

Water rights are extremely important in the West, and especially to Indians. Only if their water rights are respected and protected by the

federal government, can Indians maintain their reservation life style. Their grazing lands, herds, crops and the game they hunt are dependent upon adequate supplies of water. As the population of the Southwest grows, as new communities are built, the need for water becomes even greater. Indians fear that their water rights are seriously threatened and that the federal government is not meeting its obligation to protect those rights. The Commission on Civil Rights Report shows that the federal government has been derelict in its duties and its trust relationship to preserve and protect Indian water rights.

It is recognized that the problems of Indians vary from one tribe to another, and from one area of the country to another, but many problems are experienced in common. The problems faced by Indians in Arizona and New Mexico may not be identical, but they are representative of problems faced by Indians in the Southwest. Although responsibility for these problems may be open to conflicting interpretations, the role of the federal government is major, and according to the U.S. Commission on Civil Rights Report, its responsibility for alleviating these problems is clear. The United States government has the obligation, on the basis of treaties and specific statutory mandates, to provide a full range of services to American Indians. The services for which the Bureau of Indian Affairs provides includes education, training, job placement, economic development, and land and water management. The Indian Health Services provides most of the medical care available to American Indians.[7]

Much of what is wrong with library service to American Indians today has been caused by the federal government's official policy and its influence on the white dominant culture.[8] The U.S. Senate Special Subcommittee on Indian Education, states in its 1969 Report[9] that the policy of the federal government toward the American Indian has been one of coercive assimilation resulting in: (1) the destruction and disorganization of Indians as communities and individuals; (2) a severe and self-perpetuating cycle of desperate poverty for most Indians; (3) a nation that is massively uninformed and misinformed about the American Indian and his past and present; (4) prejudice, racial intolerance, and discrimination toward Indians which is far more widespread and serious than is generally recognized by the dominant culture; (5) disastrous damage to the education of Indian children; (6) a continuous program of exploiting and expropriating Indian lands and other physical resources belonging to Indians; and (7) a self-rightous intolerance of tribal communities and cultural differences.

The dominant white society has tried to force the Indian to conform to its cultural pattern. This policy has not been successful and Indians have not been integrated into the dominant culture. Instead, through a form of cultural demolition, Indians have been subjected to the damages listed above--thus destroying the Indians' own culture while denying him real access to the benefits enjoyed by the dominant culture.[10]

This has resulted--as shown by the 1969 Subcommittee Report and the 1973 U.S. Commission on Civil Rights Report--in a shortened life span and high rates of infant mortality, suicide, school dropout, unemployment, alcoholism and other physical and mental disabilities.

It is important for non-Indians to realize that the problems of Indians within the dominant culture are different form the problems of other minority groups. In contrast to most blacks, Indians as a group want to retain their own culture and control their own lives and institutions. They do not want to be intergrated into the white culture. They are proud of their cultural heritage and want to continue to be Indians.[11]

There were at one time probably as many as eight hundred different tribes of Indians on this continent, and of these, nearly three hundred distinct groups are still identifiable. Today, American Indians number about 5,555,000. About 380,000 of this small minority group remain on Indian reservations and are tribally oriented. All native American Indians are citizens of the United States and of their respective states. Those who cling to tribal affiliations also have a third classification of citizenship--tribal. The relations between the United States government and many tribal groups still recognize a small measure of sovereignty on the part of Indian tribes.[12]

A study of the Indian in American society today must be viewed with a knowledge and understanding of his cultural background and heritage, as well as his attitudes, values, and conflicts which result from coexistence in a dominant society madeup of non-Indians.[13]

The American Indian is highly variable in cultural complexities. Indians in the United States are not a vanishing race. Tribes vary in number from less than 100 to more than 100,000 members, with the heaviest concentration found in the Southwest. Indians form a very large minority group if everyone is included who has at least some Indian ancestry.[14]

It is a common misconception today that Indians are all alike. At the time of the first contact, there was far more cultural and linguistic diversity in North America than there was in Europe, and much of that diversity remains today. Although tribes themselves contain a great deal of diversity, there is a tribal personality. But the nature of the personality varies markedly from one tribal group to another. Hopi people are not like Sioux people, nor Cherokee like Havasupi. There is a long history of inter-tribal cooperation of various kinds, dating back before the first European contact, but tribal distinctiveness is still very strong. A great many Indian people dislike the word "Indian" and prefer to be identified by the name of their tribe,[15] or by simply "native American."

In an effort to arrive at a better understanding of the American Indian today, some of his history, traditions, cultural values, and attitudes must be considered. Some of the cultural similarities which have developed among the American Indians are as follows:

The Extended Family

The extended family was the most important social and economic unit. The survival of the individual was only possible through the survival of the clan or tribe. Food, clothing, and all material possessions were shared. Personal wealth became important with everyone working for betterment of the tribe. Great emphasis was placed upon working together, sharing and

cooperating. As a result, the early day Indian tended to be of a non-competitive nature. Indian children were usually treated permissively and loved by everyone. Discipline was achieved through ridiculing and ignoring the child. All members of the family cooperated to see that the child behaved. In this concept of the extended family, there was great respect for the aged members of the tribe.[16]

Religion and Harmony with Nature

Religion was a permeating factor in all aspects of Indian life. It gave meaning and direction to life that otherwise would have been aimless and meaningless. Even the social life of the Indian was, and to a great extent still is, centered around rites and ceremonies which have their base in natural concepts.[17]

All Indians believed in living in harmony with nature and depended upon nature to supply their needs. When disease, famine, or drought hit them, it was because their lives were not in total harmony with nature. When crops were bountiful, the Indians believed that the Gods were pleased with the people. Many resources were used by the Indians to regain this necessary balance with nature: witchcraft, sorcery, visions, dances, offerings, rites, and chants, which were led or conducted by the medicine men or shamen.[18]

Land, Time, and Language

The American Indian regarded the Earth as the Eternal Mother to be shared and cherished by all. Consequently, personal ownership of land was unknown. That time consists of the present--the here and now--and comes in endless supply was a concept believed by the Indians. Time was something that coexisted with the Indians, and for this reason, there was little concern for the future or for what tomorrow would bring. There were mny languages and dialects spoken by the American Indian. These languages evolved in accordance with geographical locations and the amount of contact with other peoples.[19]

The Indians believed that there is a limit to the effectiveness of criminal punishment as a solution to law and order problems and that it is better to rely on group pressure and disapproval.[20]

It is important for non-Indians to understand these Indian cultural values. Although there are over 300 distinct tribal communities in the United States, there are cultural similarities which are common to all. The American Indian culture has contributed valuable elements to the dominant culture and could make an even great contribution if the dominant culture were wise enough adopt more from the Indians.[21]

The cultural concepts just discussed have been changed by the influence of the dominant non-Indian culture. Because the American Indian today is forced to conform to the non-Indian concepts of time, education, and competitiveness, his language has been influenced by English words and modern society. The Indian religion today is often a mixture of Christianity and Indian religion. Economic conditions and acculturation have contributed to the breakdown of the extended family.[22]

As the American Indian moves further into the dominant culture, he begins to lose his identification with the ways of his youth. He finds it very difficult to replace the values of his native-born culture with the values of the society in which he now lives.[23] This conflict accounts in part for the emergence and rise of "Red Power" factions among the new American Indians.

Most American Indians today seem to be people in transition between two worlds. The motorized, mechanized, and computerized nature of our contemporary society tends to obscure the traditional patterns of Indian culture and custom. The problem facing Indians now is to adjust to contemporary life and not bury all Indian tradition and philosophy in the dust of history, which would be to deprive the American community of a heritage that is both timeless and timely.[24]

Vine Deloria, Jr.--an outspoken new American Indian says in We Talk, You Listen; New Tribes, New Turf [25] that America is undergoing a revolution and that the white man's society is crumbling under pressure of a changing world, while the Indian way of life emerges as the most stable, flexible and enduring of all. Tribalism may be the salvation of this country, according to Deloria.

Hopefully, we as librarians and educators can have a part in helping the American Indian to take the best from other cultures in which he comes in contact and to add to his own culture that which he desires. Materials of all types, with good strong cultural backgrounds should be provided for everyone to aid in this process. American society will perhaps one day find that its strength lies in its individual differences.

The basic pattern of library service to Indians--whether public, school, or academic--is generally an integral part of library services being provided for students or the general public. This has the strength of drawing upon a broad range of talent and the weakness being that the needs of Indians differ in many respects from the needs of the majority culture.[26]

The Bureau of Indian Affairs schools, which are operated entirely for Indians, generally have a shcool library appropriate to its size, with librarians employed. The BIA gives assistance through the Johnson-O'Mally funds to public schools which are located near reservation areas. The BIA also offers assistance in training, instructional media and software production.[27]

Oklahoma and New Mexico report problems in providing public library service to the Indian community. In addition to attempts to overcome the natural suspicions of Indians, the public library faces situations with which it is not normally prepared to cope. There are language barriers which present great differences, and variations in levels of literacy which require a combination of tact and appropriate materials to overcome.[28]

New Mexico librarians, like many others, first had to overcome the natural shyness of Indian people and allay their distrust of strangers. But in New Mexico there is also a language problem greater than at other places. The Indians' first language will be their own, in many different dialects; Spanish is often the second language; and English the third. This compounds the normal problem of dealing with reading levels ranging form illiterate to college, and reading interests ranging over many subject areas.[29]

While life for an American Indian on a reservation can be hard, many urban Indians find life also difficult in the city. The fact that BIA programs for Indians on reservations do not apply to Indians in urban situations compounds the cross cultural confusion. The Indian frequently becomes invisible making it difficult for urban librarians to reach him.[30]

Service to the Navajo and Pueblo Indian reservations in Northwestern New Mexico was begun by the New Mexico State Library in 1957. Today, two regional bookmobiles operate out of regional libraries. The State Library book collection is used to supplement the collections of the regional libraries. Some of the Pueblo villages now have deposit stations of their own. If a deposit collection is located in a building used for parents' meetings, the books become more heavily used. Other services available to reservations are films and filmstrips from the State Library for teachers and organizations. Service to the blind on reservations poses great problem since it is impossible to translate the Navajo language into braille. Talking books can be used for those few who know English, but the majority of the blind are older illiterate people. A few talking books or tapes in Navajo are available. A few of the Ann Nolan Clark translations and simple books about Navajo life have been put on tape by a Franciscan father in Santa Fe.[31]

The use of battery operated equipment, since electricity is not available in many areas, makes the use of tapes more feasible. The great difficulty being the translation of Indian dialects for such tape productions.

The Navajo Community College was established by the Navajo Tribe on its reservation in 1969. The college library began operation several months after the college opened. Lucy Moses and the Donner Foundation donated $100,000 to the library. Immediate goals include a collection of 20,000 volumes and a library building. Support of $30,000 to $50,000 will be needed annually for personnel and acquisition of new materials. The collection is emphasizing Indian materials with a heavy concentration on Southwester, tribes. The college library is attempting to obtain everything written by or about Navajos and at least something about all Indian tribes.[32]

Problems serving the Indian community living on reservations will vary according to the extent of education, location, tribal attitudes and tradition, and degree of poverty or prosperity. Factors such as distance from towns where cultural advantages exist, the presence or absence of a library in the reservation school and the availability of reservation-bred Indians with good educational backgrounds can strongly influence the reception of proposed or existing public library service on reservations.[33]

A problem frequently encountered with service to the disadvantaged that seems even more true of the reservation Indian is that library personnel are generally considered "outsiders." Indians are full of pride, and express shyness and distrust and even a reluctance to admit illiteracy and ignorance. There is suspicion of outside individuals or agencies who

run tribal projects on the reservation. Too often in the past the outsider has taken away local control and imposed his own standards in the administering of programs in the Indian community.[34]

It is important in beginning service to an Indian reservation to gain the cooperation of the Indian leaders and the government officials in charge. Most reservations have tribal councils which are sometimes headed by well-eduacated leaders. These tribal council leaders have significant influence over their people and without their assistance and approval, library service is practically impossible.[35]

Certain suggested techniques have emerged from the experience of various librarians serving Indian groups. Some of these are:[36]

1. Forget all traditional modes of library service which are typically middle-class. Attempt any program which seems feasible to encourage library usage.

2. Try to develop a human one-to-one approach. This can reduce the barriers between personnel and the Indians.

3. It is important that those working with Indians or any other minority group register no surprise or rejection and accept any request or suggestion as valid and worthy of consideration.

4. The desire must be created before it can be filled. This is the basic difference in working with non-book cultures.

5. In some areas, if Indians are still living in more primitive conditions, permission--which is not always granted--must be gained from heads of pueblos or villages before the bookmobile can park.

6. One handicap must be kept in mind: few--if any--books are available in the Indian native languages.

7. Books must be for all levels since the educational interests and needs range widely.

8. Types of books requested in the Southwest were sewing, cooking, needlework, local history and local interest, cattle, sheep raising, farming, building, car repair, masonry, carpentry, welding, cabinet making, and business methods. Children requested usual topics of horses, love stories, mysteries, and materials on Indians and Indian life. Other girls wanted books on dating and clothes. William Farrington, in an article in Wilson Library Bulletin on Library service to Indians in New Mexico says: If you beg a ton of old magazines with lots of pictures, you can give them away at every stop. The women love to look at pictures of expensive homes while sitting on dirt floors in their windowless hogans. They come back for more magazines. They stand and wait for the give-aways on the second visit, and on the third trip they speak. On the fourth they ask for the magazines they want and you have made contact.[37]

To serve the Indian community, libraries must have accurate materials about the American Indian. Since many librarians and publishers are not

fully cognizant of Indian values and cultural contributions, guidelines for the evaluation of Indian materials are necessary.[38]

"Guidelines for the Evaluation of Indian Materials for Adults" was submitted by the Subcommittee on Indian Materials for approval by the Adult Services Division of the American Library Association in 1971.[39] According to these "Guidelines" truth and art are two criteria of evaluation which can be applied to all types of material. Truth includes accurate sources and treatment of material as will as qualified authors. Art is concerned with the quality of presentation, creative power, originality and style, and sincerity. Great emphasis should be placed on truthfulness since much of the materials available today contain misrepresentations of the American Indian.[40]

The "Guidelines" contain basic and reinforcing principles. The main purpose of the "Guidelines" are to assist publishers and producers of adult materials as well as librarians working with adults. Basic guidelines are:

1. Is the image of the Indian one of a real human being, with strengths and weaknesses, acting in response to his own nature and his own times? If material is fictional, are the characters realistically developed? Are situations true or possibly true to Indian ways of life?

2. Does the material present both sides of the event, issue, problem, or other concern? Is comparable information presented more effectively in other materials?

3. Are the contributions of American Indian culture to Western civilization given rightful and accurate representation, and is this culture evaluated in terms of its own values and attitudes rather than in terms of those of another culture?

The reinforcing guidelines include:

1. What are the author's or producer's qualifications to write or produce material dealing with American Indians?

2. Does the material contain factual errors or misleading information?

3. Does the material perpetuate stereotypes or myths about the American Indian? Does the material show an obvious or subtle bias?

4. Do illustrations authentically depict Indian ways of life?

5. How might the material affect an Indian person's image of himself?

6. Would the material express Indian values and might it help an American Indian to reconcile his own values with conflicting ones?

7. Would the material help an Indian identify with and be proud of his heritage?

8. Does the material present a positive or negative image of the American Indian and how might the material affect the non-Indian's image of Indian people?

9. Are some words, such as buck, squaw, redskin, etc. used in such a way as to be offensive, insensitive, or inappropriate?

10. Does the material contain much of value but requires additional information to make it more relevant or useful?[41]

The average librarian may experience some difficulty in applying all of the guidelines since many individuals are not fully aware of Indian values and cultural contributions and may not yet have developed a full appreciation of materials which offend the American Indian. It is important to search to see if the material has been reviewed or evaluated by an individual qualified and knowledgeable about American Indians and other aspects of the subject of the material. Librarians should become familiar with publishers and distributors of Indian materials such as the American Indian Education Publishers who also use the imprint of Indian Historical Press and located in San Francisco. This publishing firm is organized and directed by American Indians. Black Hill Books in Rapid City South Dakota is an Indian owned publishing house. Many accurate works on the American Indian have been published by the press at the University of Oklahoma. Some trade publishers has changed their policy which has resulted in books such as:[42] Harper's House Made of Dawn,[43] by the Kiowa Indian who received a Pulitzer Prize for this novel; Macmillan's publication of the Sioux author, Vine Deloria, Jr., Custer Died for Your Sins: an Indian Manifesto,[44] We talk, You Listen: New Tribes New Turf;[45] and Deloria's newest book, Behind the Trail of Broken Treaties: an Indian Declaration of Independence,[46] is published by the Delacorte Press, in 1974. Harper's publication of Stan Steiner's The New Indians,[47] and the Knopf publication of Alvin Joseph's The Indian Heritage of America,[48] have added to the literature on Indians acceptable from the Indian view point.[49]

Librarians should subscribe to Akwesasne Notes,[50] edited by a Mohawk and published in Roosevelt, New York for current information about the Indian world. This paper is a comprehensive digest of articles, editorials, cartoons, and Indian writing taken from dozens of American and European periodicals, newspapers and tribal publications.[51] Other Indian newspapers and periodicals are listed in American Indian: An Annotated Bibliography of Selected Library Resources,[52] published by the University of Minnesota and available through the ERIC Clearinghouse.

Three aspects of literature by and for Indians which require urgent attention are:

1. The need of preserving an oral literature of legends, myths, sagas and poetry existing in many tribal languages. Sound and visual recording could preserve much of this literature as well as music, songs, and dances.

2. The need for more materials in Indian languages. There are over 300 Indian languages used today in this country and many Indians especially children use only their mother tongue. This becomes a problem for Indian students when they are taught by teachers who know only English and use only English materials. In some of their schools the Navahos are using the Navaho language. There are some public school systems with Indian students who have developed bilingual programs, but this remains a problem for many Indians who do not speak English.

3. The need to make materials for Indians meaningful to them. The Navaho Curriculum Center at the Rough Rock Demonstration School in Rough Rock, Arizona is developing a series of books which will give the Navaho child a sense of worth in himself, his family and his community and nation.[53]

The Rough Rock Demonstration School is the only known example of a successful school under tribal control. It is funded by a combination of funds from the BIA, the U.S. Office of Education and the Office of Economic Opportunity. The Demonstration school is supported at a much higher level than other schools on the Navaho reservation, but this is an exceptional case. The poor educational enviroment provided generally for Indians, including inadequate school libraries, is still reported most frequently.[54]

Federal funds have supported institutes, such as this one, which emphasize library service to American Indians. The University of Oklahoma, Dept. of Library Science has held two summer institutes on this subject. In 1970 the New Mexico State University at La Cruces, sponsored an institute on library service for Indians and Mexican Americans. There also have been a number of other institutes and workshops concerned with library service to the disadvantaged which have included services to American Indians.[55]

Concerning the needs for library personnel serving the American Indians: There are few professional librarians who are American Indians. There is a serious lack of Indian students in American library schools. The ALA Office for Library Personnel Resources has recently published a new brochure on recruitment of American Indians. It is entitled, Indian Librarian: Why? and is available from the ALA Publication Office.

There is also a great need for Indian liaison library staff members to work with Indian communities. These staff members must be acceptable to the Indians and knowledgeable about Indian culture.[56]

As stated in the CELS recommendations, individual library employees working with Indians should develop their own goals for continuing education. As members of the library profession, they have a resposibility for their own continuing education and they must make a commitment of their own time and money. These commitments require the support of their employing institutions and of the associations of which they are members. Indiviuals alone cannot implement a region-wide effort without some organizational structure. Support should be given to the continuing education activities of state and regional library associations through membership and active participation.[57]

Suggestions to meet the personnel needs for library service to American Indians include:

1. Make an intensive effort to recruit more Indians for librarianship. The recently approved ALA Equal Employment Opportunity Statement should help minority library science graduates find better jobs in the future. All libraries should become equal opportunity employers.

2. Have special library science education programs for Indians serving the Indian community and this consequently takes more funding. There should be an increased effort to promote federal support for these programs.

3. Expand continuing education and inservice training institutes and workshops on library service to Indians, expecially for non-Indian librarians and staff members who have little knowledge of Indian culture and how to serve this minority group. It is essential to recognize that Indians differ from other minority groups in cultural outlook and background.[58]

The Last Man on Earth is an excellent film to use for inservice training programs of staff who will be serving Indians. The film framatically and shockingly illustrates what the Indian faces in the white man's society.[59]

A joint policy statement by the National Indian Education Association and the American Library Association has recently been adopted on "Goals for Indian Library and Information Services."[60]

These six goals were set in order to meet informational needs of American Indians. These guidelines for programs of library and information service for American Indians are:

Goal--All library and information service must show sensitivity to cultural and social components existent in individual Indian communities.

All forms of library service will require the application of bi-lingual and bi-cultural principles to insure success.

Goal--Indian representation, through appointment to local boards and creation of local advisory committees concerning service to and about American Indians, is essential for healthy viable programs.

Goals should have input from those persons it attempts to serve; thus insuring programs and materials which will truly meet informational and other needs.

Goals--Materials which meet informational and educational needs and which present a bi-cultural view of history and culture, must be provided in appropriate formats, quality, and quanity to meet current and future needs.

The library should produce its own materials, if they are not available, in a language or format used by most of the community.

Goal--Library programs, outreach, and delivery systems must be created which will insure rapid access to information in a manner compatible with the community's cultural milieu.

Library programs in Indian communities must take into account that local community's cultural life style.

Goal--American Indian personnel trained for positions of responsibility are essential to the success of any program.

Recruitment and training programs must be devised and implemented.

Goal--Continuing funding sources for library and information service must be developed.

Library service, as a funcion of education, is a treaty right of American Indians.

FOOTNOTES AND BIBLIOGRAPHY

1. Reference Encyclopedia of the American Indian, edited by Barnard Klein and Daniel Iconlari. (New York: B. Klein and Company, 1967), p. i.

2. The Soutwest Indian Report, A Report of the U.S. Commission on Civil Rights, May, 1973. (Washington, D.C.: U.S. Government Printing Office, 1973/

3. Ibid., p. 1.

4. Ibid., pp. 1-2.

5. Ibid., p. 2.

6. Ibid., p. 2-3.

7. Ibid., p. 3.

8. Smith, June Smeck, "Library Service to American Indians," Library Trends (October, 1971), p. 223.

9. U.S. Congress. Senate. Special Subcommittee on Indian Education: A National Tragedy--A National Challenge (91st Congress, 1st session, Senate Report no. 91-501). (Washington, D.C.: U.S. Government Printing Office, 1969), p. 21.

10. Smith, p. 223.

11. Ibid., pp. 223-24.

12. Reference Encyclopedia of the American Indian, p. ii.

13. ERIC Clearinghouse on Rural Education and Small Schools, From the Past Comes the Future: Library Services for Indians and Mexican Americans. (Las Cruces, New Mexico: New Mexico State University, 1971), p. 1.

14. Levine, Stuart and Nancy Oestreich Lurie, eds., The American Indian Today. (Deland, Florida: Everett/Edwards, Inc., 1968), p. 2.

15. Ibid., p. 3.

16. ERIC Clearinghouse on Rural Education and Small Schools, p. 1.

17. Ibid., pp. 1-2.

18. Ibid., pp. 2-3.

19. Ibid., p. 2.

20. Smith, p. 224.

21. Ibid.

22. Eric Clearinghouse on Rural Education and Small Schools, p. 2.

23. Ibid., p. 3.

24. Reference Encyclopedia of the American Indian, p. ii.

25. Deloria, Vine, Jr. We Talk, You Listen; New Tribes, New Turf. (New York: Macmillan, 1970), pp. 11-17.

26. Smith, p.228.

27. Ibid., pp. 228-229.

28. Ibid., pp. 231-32.

29. Farrington, William H. "Statewide Outreach: Desert Booktrails to the Indians," Wilson Library Bulletin (May, 1969), p. 867.

30. Smith, p. 232.

31. Farrington, pp. 867-68.

32. Richardson, Bernard E. "A Wind is Rising: Navajo Indians Establish a Community College and a Library," Library Journal (February 1, 1970), pp. 463-67.

33. Brown, Eleanor Frances, Library Services to the Disadvantaged. (Scarecrow Press, 1971), p. 412.

34. Farrington, pp. 864-71.

35. Brown, p. 413.

36. Ibid.

37. Farrington, pp. 864-71.

38. Smith, pp. 224-25.

39. Ibid., p. 225

40. Ibid.

41. Minnesota State Dept. of Education. American Indians, an Annotated Bibliography of Selected Library References. (Saint Paul, Minnesota: Minnesota University, 1970), 171 p.

42. Smith, pp. 226-27.

43. Momaday, N. Scott. House Made of Dawn. (New York: Harper and Row, 1968).

44. Deloria, Vine, Jr. Custer Died for Your Sins: An Indian Manifesto. (New York: Macmillan, 1969).

45. Deloria, Vine, Jr. We Talk, You Listen; New Tribes, New Turf. (New York: Macmillan, 1970).

46. Deloria, Vine, Jr. Behind the Trail of Broken Treaties; an Indian Declaration of Independence. (New York: Delacorte Press, 1974).

47. Steiner, Stan. The New Indians. (New York: Harper and Row, 1968).

48. Josephy, Alvin M., Jr. The Indian Heritage of America. (New York: Knopf, 1968).

49. Smith, p. 227.

50. Akwesasne Notes, Box 435, Roosevelt, New York.

51. Smith, p. 227.

52. Minnesota State Department of Education, pp. 93-98.

53. Smith, pp. 227-28.

54. Ibid., pp. 227-28.

55. Ibid., p. 235.

56. Ibid., pp. 231-36.

57. Southwestern Library Association. Continuing Education for Library Staffs in the Southwest (CELS): A Survey with Recommendations. The Association, 1973.

58. Smith, pp. 235-36.

59. Brown, p. 425.

60. Goals for Indian Library and Information Service, published by the National Indian Education Association and the American Library Association. (Chicago, Illinois, the American Library Association).

Newer Media of Learning
by
Charlie Roberts

There appears to exist a focus on change in relation to media and the learning process. This impetus for change is a continued demand for excellence; excellence in teaching and excellence in library services. The intent of this presentation was to explore the various newer media of learning and their impact upon society.

Eight millimeter film was the first medium discussed. Although 8mm film has made great progress in the "home market" the educational significance of 8mm film is virtually untouched. A significant aspect of 8mm film making is that youth and adults are capable of producing their own movie with minimal teacher assistance.

The Electronic Video Recorder (EVR) as pioneered by CBS proposes great potential for home, industry, and education. Information is recorded and stored on small tape, similar to audio tape, that can be replayed later with both audio and video capability.

Probably the most recent innovation that has entered the media profession is the video disc. A disc very similar to the traditional phonograph record is used to record audio and video information. The technique used is similar to the video tape recorder except no tape or threading is required. Through the use of the lazer beam, information, both audio and video, is recorded on the disc. So new is this medium that no mass production has happened as yet. This video disc appears to be the most significant and most useful of all newer media.

Each year more uses of dial access information retrieval systems and computer assisted instruction are being introduced. Prior to this time much use of this media was centered upon administration routines such as scheduling, grading, and payroll functions, now, more content programs are being developed and inserted into the overall teaching-learning process.

Micro forms such as micro-fiche and micro film are assuming greater functions in the educational setting. Students and teachers are learning of the vast and current information related to all aspects of research that can easily be obtained through such a medium as micro fiche. Probably more students will consider micro forms in future research and instructional development procedures.

Educational television, although widespread throughout the land, has yet to reach its full potential. Hopefully, with better trained library/media personnel this medium will have greater impact in the next decade. Problems confronting the users of educational television consists of such questions as:

1. How shall television be used in the instructional setting?

2. Where can current research studies be found concerning the effectiveness of television?

3. How is television evaluated after use?

The foremost thought concerning newer media is that the learner should be in the center of all the events. Frequently the discussion against newer media is that relating to misuse. There is an appeal for all prospective users to at least put forth an effort in the utilization of this media. One can easily put aside media of learning and continue with traditional technique. However, we must remember that we cannot use nineteenth century ideas, with twenty-first century problems.

Southwestern Library Association Newsletter

March, 1975

- Title: Institute on Continuing Education Program Planning for Library Staffs in the Southwest

Sponsor: Sponsored by the U.S. Office of Education through the Southwestern Library Association and the LSU Graduate School of Library Science

Dates: March 17-28, 1975

Location: Louisiana State University, Baton Rouge, Louisiana

Content: To provide training in the process of planning, developing, and implementing continuing education programs for library staffs.

Contact: Dr. Donald D. Foos, Institute Director, Graduate School of Library Science, LSU, Baton Rouge, La. 70803 (504/388-3158)

EVALUATION
by
Donald D. Foos and David W. Smith
March 17-21, 1975

CONTINUING EDUCATION FOR LIBRARY STAFFS (CELS): A SURVEY: OVERVIEW

All of the thirty-four (34)* respondents indicated that this presentation raised their "awareness" level in regards to the SWLA CELS Survey. Twenty-five (25)* felt that Mrs. Allie Beth Martin of Tulsa, Oklahoma gave a complete and thorough overview, and started the Institute on the "right foot." "Specific charges" given to work groups were seen as an Institute strength, and the respondents indicated that the small group activity provided them with an opportunity to begin the "group process" within individual state units. Individual comments included: "a great lady who gave the program a good spirited start," " a good overview and public relations value of having the American Library Association President-Elect welcome the group," and "excellent overview and therefore a good introduction." A number (8)* of respondents indicated that the presentation would have been more beneficial if they had read the CELS survey before the meeting.

Note: The Institute Director assumed that all of the participants had read the SWLA CELS Survey before coming to the Institute. Recommendation: Provide all institute participants with copies of projected discussion documents before scheduled presentations and institute (this recommendation also applies to the next item on the NCLIS Report).

CONTINUING LIBRARY AND INFORMATION SCIENCE EDUCATION (NCLIS): A FINAL REPORT OVERVIEW

As with the SWLA CELS Survey Overview presentation, this section was considered successful by all respondents in raising the participants' awareness level in regards to the Continuing Library Education Network and Exchange (CLENE) proposal as projected in the National Commission on Libraries and Information Science (NCLIS) Report. Nineteen (19)* of the respondents considered Dr. Ruth Patrick's (Syracuse University) presentation as most effective, and found the individual work sessions as beneficial to the group process. Dr. Patrick's presentation was handicapped by the lack of properly prepared handouts by Institute Staff Members. This was mentioned by almost all of the respondents. As with the SWLA CELS Survey Overview presentation, almost all of the respondents indicated that this NCLIS CLENE presentation would have been more effective and meaningful if copies of the report were available to Institute Participants prior to the individual presentation and Institute.

Note: Fifty (50) copies of Continuing Library and Information Science Education: A Final Report to the NCLIS ordered in December, 1974 from the U.S. Superintendent of Documents had not been received by the end of the Institute on March 28, 1975. Summaries of the NCLIS Report were obtained from the NCLIS in Washington, D. C., by the Institute Director on the Friday preceeding the first day of the Institute and disseminated to participants, but this document was not sufficient for adequate participant awareness.

*Number of specific responses found in (x)'s

NEEDS ASSESSMENTS: STAFF NEEDS: BY TYPE OF LIBRARY AND BY TYPE OF FUNCTION

This section conducted by library school faculty members was the least successful portion of the Institute program. Most of the respondents felt that the individual lecturers addressed their presentations at the library school lecture level, as opposed to modifying presentations for a continuing education audience of professionally qualified (MLS degree holders) and working librarians. A large number of respondents, speaking to each individual needs assessment presentation, considered this section the weakest portion of the Institute program. Many felt that this section would have been better presented through a panel discussion with a lengthy question and answer period, as opposed to the format of individual lectures on each type of library staff need and each type of staff need by function. Respondents also felt that library school faculty members could not relate to the participants and underestimated their levels of expertise. It was suggested that should this Institute program be repeated, that this section on needs assessment be conducted by knowledgeable practitioners with a sense of current awareness of library working conditions and situations.

INSTRUMENT DESIGN, SURVEY FINDINGS ANALYSIS, AND SUMMARY CONCLUSIONS AND RECOMMENDATIONS

The majority of respondents indicated that Dr. David W. Smith of Louisiana State University provided good explanations with effective utilization of application models. Respondents indicated that Dr. Smith made a concerted effort to apply his statistical knowledge to continuing library education needs, and presented statistical information that was easily perceived. His technique of lecture method was considered the weakest portion of his presentation, and that he was not aware of the type of group (practicing librarians and level of education) he was addressing. Most of the respondents indicated this section of the Institute program would have been better presented in a different section of the program, and that the sections should have been spread over different days of the week, as opposed to sections following one after another.

DEVELOPMENT OF EDUCATIONAL TECHNOLOGY

The majority of respondents (29)* indicated that Dr. Charlie Roberts of Louisiana State University was effective or partially effective. Many (18)* felt that he was a dynamic speaker with a finished product, and that his enthusiasm and assurance was contagious. Many (15)* felt he had a very good presentation, and that through his demonstration he "practiced what he preached." The major criticism made by five (5)* participants was that his presentation was directed toward school librarians, and the level was for children, as opposed to the adult level.

NEEDS ASSESSMENT

Almost all of the participants (28)* felt that Dr. Wayne L. Schroeder's presentation was effective. Many (18)* felt his presentation was "excellent," and appreciated his ability to change his approach to fit the desires, needs, and expectations of the participants. Eight (8)* indicated the usefulness

*Number of specific responses found in (x)'s

of his analogies, and three (3)* felt his presentation should have been scheduled earlier in the program. Many (15)* felt that he would be an "excellent" resource person for continuing education.

CONTINUING EDUCATION FOR MEDICAL LIBRARIANS: AN OVERVIEW

Dr. Julie Virgo of the Medical Library Association was considered by a majority (30)* of the participants as being effective and well organized. Several (5)* indicated that she was a "true" continuing education person, and that her presentation was very "practical." Two (2)* indicated that they wished she could have been available throughout the week, and three (3) felt her presentation should have been longer. Eight (8)* felt her presentation was "excellent," and (1)* thought it was "super excellent."

INSTITUTE DESIGN

At the end of the first week (March 21) participants were given an opportunity to redesign the first week. As part (Question C) of the first week's evaluation form, this question was asked, "You have had an opportunity to form a number of opinions, etc., during this past week; therefore, with this in mind, how would you have designed the first week?

Twenty-one (21)* responses were given, of which four (4) redesigned the entire program. The majority of responses re-stated remarks, etc., made in other sections of the Evaluation Form. Eight (8)* respondents found the Institute Program for the first week "well organized," "planned," and "arranged," and to "leave it as is." Individual suggestions in response to Question C are listed below with frequency number in (x)*'s following the statement.

1. Clarify statement of institute goals during first session (re: state plan): (7)*
2. Evaluate program daily: (4)*
3. Allow institute participants opportunities to present (successes and failures) their continuing education programs: (3)*
4. Eliminate "Staff Needs Survey" section from Institute program: (4)*
5. Put non-library association(s) continuing education representatives on program: (3)*
6. Schedule adult educator on first day (Schroeder-type): (2)*
7. Provide note books, pencils, paper, etc.: (2)*
8. Plan group meals: (2)*
9. Provide and plan group interaction: (4)*

*Number of specific responses found in (x)'s

10. Provide coffee in meeting rooms: (1)*

11. Provide coffee and "munchies" in meeting rooms: (1)*

12. Give CE pre-test: (1)*

13. Schedule tour of different types of libraries, public, academic, university, etc.: (1)*

14. On evening of first session, have a group dinner in a private room: (2)*

15. No booze: (2)*

16. Select participants to serve as an evaluation committee: (1)*

17. Provide a larger hospitality room: (1)*

18. Plan institute for 9-10 days, no weekend off: (2)*

19. Provide for more discussion time: (1)*

20. Provide a list of needs to each state group: (1)*

21. Identify sources of help in the academic community, i.e., statistics, social psychology, AV, etc.: (1)*

22. Allow time for participants' introductions with statement of experience, education, background, etc.: (2)*

23. Provide for cross (Library) agency efforts: (1)*

24. Require visiting lecturers to stay at least two days: (1)*

25. Shorten to one week: (1)*

26. Schedule buzz sessions: (1)*

27. Provide (before Institute) information sheet with local customs, anticipated weather, cost of meals, acceptable credit cards, etc.: (1)*

28. Provide a list (by lecturers) of CE needs by type of library, and function: (1)*

29. Schedule a panel for participants reaction: (1)*

30. Write state plans after Institute: (2)*

31. Schedule Virgo at mid-week: (2)*

32. Have Virgo available all week: (1)*

33. Combine Wednesday and Tuesday: (1)*

34. Schedule needs assessment by type, etc. as a panel: (7)*

*Number of specific responses found in (x)'s

35. Monday, OK: (2)*

36. Friday, OK: (2)*

37. Give homework assignments: (2)*

38. Schedule state meetings as part of program: (1)*

39. Re: Chairs in LSU Union, as follows:

    With arms: (1)*

    In a "U" shape: (1)*

    Informal: (3)*

    More comfortable: (2)*

    With a note-taking support: (1)*

    In a circle: (1)*

40. Schedule lunch for only one hour: (1)*

41. Allow only participants to be present: (1)*

42. "Just because we are paid, doesn't mean we are your slaves": (1)*

43. Send everything (to participants) long before institute: (3)*

44. Plan ahead - "not seat of your pants": (1)*

45. "You turn me off": (1)*

46: Plan (before) for a "motley collection of strong individual personalities.": (1)*

"All things being equal, if the well organized Institute Director takes all of the above into consideration, he/she is bound to have an excellent institute."

Donald D. Foos

RIGHT? OK? UNDERSTAND?

*Number of specific responses found in (x)'s

EVALUATION
by
Donald D. Foos and David W. Smith
March 24-28, 1975

NEEDS ASSESSMENT: CHARACTERISTICS: MINORITY AND ETHNIC CULTURES

Unfortunately this section on The Black American Culture, The Native American Culture, and the Chicano Culture suffered through the redesign of the program from that of individual presentations to that of a panel discussion. Too little time was allowed for adequate preparation. A majority of responses indicated that the individual presentations were either "effective" of "partially effective." Twenty-two (22)* respondents indicated that the Native American Culture presentation was the most effective. Eighteen (18)* felt that the panel discussion was effective, while twenty-eight (28)* approved of the redesign of the program format. Recommendation: Provide adequate time for program redesign and allow lecturers more lead time for preparation.

PROGRAM DESIGN

Twenty-four (24)* responses indicated that the section on Program Design was "effective," while four (4)* found it to be "not effective." Seven (7)* did not choose to comment.

PROGRAM DESIGN AND IMPLEMENTATION

Twenty-seven (27)* responses indicated that this section was "effective," while five (5)* found it "not effective." Three (3)* did not choose to comment.

EXPERIENTIAL LEARNING

The section presented by Dr. Martha Jane K. Zachert of Florida State University was considered the individual highlight of the Institute Program by a majority (24)* of the participants. All found her teaching most effective and were pleased to have had the opportunity to experience this section of the program. Only one (1)* participant indicated that he/she had not learned anything "new". In speaking to the utilization of the individual games, i.e., Negotiation, KEG, etc., respondents felt that KEG: Kontinuing Education Game was the most effective with fifteen (15)* indicating it would be a good technique in creating interest in continuing education, while another fifteen (15)* felt it would be effective in teaching group process in committee work. In-Basket was seen to be helpful in teaching communication techniques (9)*, decision making (6)*, personnel management (6)*, small group process (1)* reference (1)* and acquisitions (1)*. Negotiation was considered effective for teaching reference (9)*, and Interlibrary loan (1)*. The Action Maze was thought to be effective for teaching personnel management (8)*, public service techniques (1)*, decision making (8)*, reference (1)*, technical services (1)*, communication (1)*, and assisting with computer assisted instruction (1)*. Role Play was considered for teaching reference (1)*, communication (1)*, and public services

*Number of specific responses found in (x)'s

techniques (1)*. Within the responses were indications from only three (3)* that they would be "careful" in the utilization of the experiential learning technique as a teaching tool and only after "more study."

INDIVIDUAL STATE SESSIONS

A large number (19)* felt that they were not prepared for this responsibility and were ill equipped to develop a state plan for continuing education. Many (13)* found the sessions "not enjoyable," and that a number of their colleagues had "vested interests" (9)* which they wanted implemented, while others (7)* felt that their colleagues were "not committed to continuing education." Ten (10)* indicated that they had "good" group cooperation, and others (12)* felt that the assignment was a "good" opportunity to work with "new" people. Three (3)* felt the State Plan for continuing education was a "good first step," and two (2)* felt the state plan would provide a "basic foundation for developing continuing education in the individual states." Only two (2)* felt the individual state sessions were "good" learning experiences, and one (1)* compared the state session to "KEG in real life."

INSTITUTE DIRECTOR

The Institute Director was described as an experienced (13)*, flexible (14)*, forceful (5)*, capable (15)*, professional (4)*, "good" and "efficient" administrator (6)*, planner (19)*, and organizer (19)* who worked hard (12)* at developing the Institute, while taking care of the individual needs of the participants(10)*. Ten(10)* felt that his positive attitude towards change was "excellent," and seven (7)* felt he showed "flexibility" in redesigning the Institute program upon receiving participant input. One (1)* respondent found him "personally attractive", with good judgement in his selection of "neckties". Ten (10)* noted the "disagreement" between the Institute Director and CELS Coordinator as being "detrimental" to the program. Five (5)* respondents felt he should have been available for more group interaction, while three (3)* felt he should have attended more sessions. Some (2)* felt he treated them like "library students", while two (2)* felt he did not treat them as "adults." It was recommended by five (5)* that he should have studied the backgrounds of the individuals more closely, and should not have "talked down to" (3)* the participants, or "forced" his opinions (1)* on them. Six (6)* thought he was "too defensive" and over reacted to criticism, while one (1)* thought he lacked tact, and two (2)* found him cynical. One (1)* respondent thought someone else should have been in charge of the Institute and another (1)* felt he should have provided transportation to the airport on the final day.

OVERALL INSTITUTE

Question: If repeated would you recommend the Institute to a colleague?

Yes: 26 No: 9

Summary: Of the twenty-six (26)* affirmative responses, six (6)* indicated that the Institute provided them with more awareness of continuing education;

*Number of specific responses found in (x)'s

five (5)* felt that they had learned program planning; and four (4)* were pleased with the opportunity provided to them to meet prominent continuing education leaders. Six (6)* indicated that the program needed changes or modifications specifically in design, and content (1)*. Two (2)* felt that Library School faculty should not be used again. Of the nine (9)* negative responses, six (6)* indicated that they would recommend the Institute if the program was redesigned. Four (4)* found the program to be too long.

Question: Now that you have experienced this Institute, would you still have come?

Yes: 30 No: 5

Summary: Included in the thirty (30) affirmative responses were twelve (12)* who thought that the Institute provided them with concrete ideas about program planning for continuing education. Five (5)* felt that the Institute provided them with good experience, and four (4)* felt the entire Institute was "excellent and well planned". Three (3) respondents thought the Institute provided "excellent" group interaction, while one (1)* felt the Institute illustrated the need for continuing education. One (1)* came to identify resource people, and another (1)* would come again "because nothing else is available." Two (2)* of the five (5)* negative responses indicated that their own personal preparation was not adequate, and that they lacked experience, while one (1)* felt the program was too long. Only two (2)* of the five (5)* negative responses were unqualified.

GENERAL SUMMARY

Many of the respondents utilized this section to reinforce statements made in other sections of the Evaluation, but a number specifically cited "program planning" exhibited in developing the Institute as a plus (19)*. Others cited their exposure to prominent continuing education leaders (19)*, and meeting new people at the Institute (19)* as highlights of the Institute. Some felt that the Institute would serve as a good model for continuing education program planning (12)*, and others thought that the Institute provided them with "first hand" experience in program planning (9)*. Four (4)* rated the presentations as "excellent," and two (2)* cited the development of state continuing education plans as a positive contribution of the Institute, while others (13)* thought this assignment was a negative feature. Some (8)* felt the institute was "too long"; while other individual comments considered negative aspects of the Institute to be: more planned outside activities for people without transportation (1)*; was addressed as library student (1)*; participants were too involved in "how to's" (1)*; the needs assessment section was weak (1)*; the accommodations were bad (1)*; more interaction should be provided (1)*; and one(1)* respondent indicated that he/she "learned how not to do an institute."

*Number of specific responses found in (x)'s

FORMS, ETC.

	Form Number
News Release	1
Institute Announcement	2
Application for Admission	3
Information Sheet	4
Request for Reference	5
Selection Letter	6
Rejection Letter	7
Information Sheet	8
Housing Reservation Form (Participants)	9
Invitation to General Public, etc.	10
Invitation to "get-together"	11
Housing Reservation Form (Lecturers)	12
Statement (Participants)	13
Statement (Lecturers)	14
Reservations (Prince Murat Inn)	15
Reservations (LSU/CE Center)	16
Evaluation (March 17-21, 1975)	17
Evaluation (March 24-28, 1975)	18
Participants List (Final)	19
Institute Program (Final)	20
SWLA Certificate of Attendance	21
Institute Lecturers' Publication Notification	22
Bayouland Tour Announcement	23

FORM 1

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

News Release
Donald D. Foos, Dean
May 29, 1974

LSU TO HOST INSTITUTE

Dr. Donald D. Foos, Dean of the Graduate School of Library Science has been notified by the U.S. Office of Education in Washington, D. C. that the Southwestern Library Association, composed of Arizona, New Mexico, Oklahoma, Texas, Arkansas, and Louisiana has been awarded a grant in the amount of $12,000 to conduct an Institute on Continuing Education Program Planning for Library Staffs in the Southwest. Louisiana State University has been designated as host institution for the program with Dr. Foos serving as Project Director for the grant. Five participants from all types of libraries, school, special, public, state, and academic will be selected from each of the six states in the SWLA to attend the Institute scheduled for March 17-28, 1975. Dr. Martha Jane Zachert, Professor of Library Science at the University of South Carolina, Dr. Wayne L. Schroeder, Professor of Adult Education at Florida State University, Dr. Elizabeth W. Stone, Chairman of the Department of Library Science at Catholic University, and Mrs. Allie Beth Martin, Executive Director of the Tulsa, Oklahoma City-County Libraries are among the key personalities involved in the Institute. This is the first time a grant of this type has been awarded to a regional library association.

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

November 18, 1974

ANNOUNCEMENT

Institute
on
Continuing Education Program Planning
For Library Staffs in the Southwest
March 17-28, 1975

Sponsored by the U.S. Office of Education through the Southwestern Library Association and the LSU Graduate School of Library Science.

PROGRAM GOALS: A two-week institute on the LSU campus to provide training in the process of planning, developing and implementing continuing education programs for library staffs through a structured instructional program dealing with survey instrument design; survey findings analysis; development of summary conclusions and recommendations; development of educational technology; needs assessment; program design; and program implementation and evaluation.

PARTICIPANTS: Thirty representatives from the SWLA area by type-of-library and/or association. Limited to five from each state. Participants will receive $75 per week stipend, or $150 for the two-week institute with a $15 per week dependency allowance per dependent prorated on the basis of a five-day week. Participants are exempt from all tuition and other required fees, but are responsible for the cost of room, board, and travel.

INFORMATION AND APPLICATION FORMS MAY BE OBTAINED FROM:

Dr. Donald D. Foos
Institute Director
Graduate School of Library Science
Louisiana State University
Baton Rouge, Louisiana 70803

APPLICATION DEADLINE: January 15, 1975

FORM 3

Submit before:
JANUARY 15, 1975

SOUTHWESTERN LIBRARY ASSOCIATION
AND
LOUISIANA STATE UNIVERSITY
GRADUATE SCHOOL OF LIBRARY SCIENCE
Baton Rouge, Louisiana 70803

APPLICATION FOR ADMISSION
To an Institute for Training in Librarianship under Title II, Part B, Higher Education Act of 1965, Law 89-239, as amended.

Type or print in block letters your answers on this form. Submit this form together with other enclosures to Dr. Donald D. Foos, Institute Director, Graduate School of Library Science, Louisiana State University, Baton Rouge, Louisiana 70803.

Name _____

Home Address _____

Social Security Number _____; Citizen _____; Sex _____; Marital Status _____

Date of Birth _____; Home Telephone _____

In compliance with Title VI of the Civil Rights Act of 1964, the U.S.Department of Health, Education and Welfare requires that institutions of higher education receiving federal financial assistance provide certain enrollment data regarding predominant ethnic background. Please check in appropriate space.

___ Afro American/Black; ___ American Indian; ___ Caucasian American/White
___ Oriental American; ___ Spanish surnamed American (Cuban, Puerto Rican, Mexican); ___ Other _____ (Specify)

Number of dependents (excluding yourself) who are claimable for Federal income tax purposes: _____ (If you file a joint return and are NOT the major earner, you may not claim any dependents.)

___ I am employed as a librarian. ___ I am not presently employed as a librarian.

Name and address of employer _____

_____

Title of position _____; Business Telephone _____

Presently employed in a _____ library.
(type of)

Name, title, and address of your immediate supervisor (Board Chairman, Superintendent of school, college or university president or other appropriate officer)

_____

_____

Are you representing a library association? _____ yes _____ no

Association _____

Employment Record (List your present or last position first).

DATES	NAME AND ADDRESS OF EMPLOYER	TITLE

What colleges and universities have you attended? (Exclude attendance at institutes or programs you list below.)

Name of Institutes	Dates Attended	Degree	Major	Minor(s)

Have you previously attended an NDEA or HEA Library Institute Program?

_____ yes _____ no (If yes, specify each.)

Name of sponsoring institution	Dates Attended	Name of Institute or Program Director

Describe any other significant academic experiences you have had in the subject field of this institute or program (such as summer programs, workshops, or seminars):

Are you applying for a library institute in addition to this one?

_____ yes _____ no (If yes, specify)

Institution _____ Subject Field _____

ATTACH A STATEMENT DESCRIBING THE POLICY-MAKING RESPONSIBILITIES OF YOUR POSITION. COMMENT ON YOUR OBJECTIVES IN ATTENDING THE INSTITUTE.

I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

Date _____ Signature of Applicant _____

DDF: 11-1-74

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

U.S.O.E. Institute for Training in Librarianship
Graduate School of Library Science
Louisiana State University
Baton Rouge
March 17-28, 1975

Institute on Continuing Education Program Planning for Library Staffs in the Southwest

The SWLA committed to a leadership role in developing a program of continuing education for library personnel in its member states of Arizona, New Mexico, Oklahoma, Texas, Arkansas, and Louisiana submitted an Institute Proposal to the U.S.O.E. on March 27, 1974, requesting funds to hold an Institute on the campus of LSU in Baton Rouge concerning planning for continuing education programs. Approval was granted in June, 1974 to present this Institute which will be conducted by the LSU Graduate School of Library Science for the period March 17-28, 1975 with Donald D. Foos serving as Institute Director for the program.

The goals of the Institute are to recruit and train representatives from the six SWLA states in the process of planning, developing and implementing CE programs for library staffs through a structured instructional program dealing with survey instrument design; survey findings analysis; development of summary conclusions and recommendations; development of educational technology; needs assessment; and methods of implementation and evaluation. The overall goal of the Institute is to provide a program that can be transferred by the participants to their respective states, and in turn, to conduct similar programs on state and local levels, under the auspices of their respective state library agencies, library schools, library associations, and/or libraries.

Selection of participants for the program will be determined by a Selection Committee composed of a representative of the SWLA Executive Board, one representative of each of the member states, and the Institute Project Director. Institute participants selected will be designated HEA Title II-B Institute Fellows and receive a $75 a week ($150 for the two-week period) stipend. The Grant does not provide funds for the reimbursement of travel. Participants should be representative of type of libraries or associations in each state. Thirty participants, representing five from each of the six states in the SWLA will be selected. The Selection Committee plans to meet at the end of January to select participants and alternate participants. Candidates selected will be notified in February concerning their acceptance status.

Program lecturers include Allie Beth Martin, Tulsa City-County Library System; Wayne L. Schroeder and Martha J. Zachert of Florida State University; Ruth Patrick, Syracuse University; Edward Fontenette, Atlanta University; Mary Neiball, Odessa College; and Charlie Roberts, David Smith, Sallie Farrell, Francis Miksa, Charles Patterson, Robert Dikeman, Marie L. Cairns and Patsy Perritt from Louisiana.

An individual continuing education program will be developed by each participant during the two-week period. A composite publication including these programs and selected session reports will be sent to all library schools, major libraries and state library agencies in the SWLA area.

Application deadline is January 15, 1975.

FORM 5

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE • LOUISIANA • 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

has made application for a HEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest scheduled at LSU for March 17-28, 1975. This Institute is two weeks in duration and participants will receive instruction in all aspects of planning CE programs.

In view of the applicant's interest in this program, we would be pleased to receive a recommendation concerning abilities, interests, etc. from you. If possible, we would like your letter of reference to include availability during this period and if attendance at this Institute will be considered professional leave with pay.

Thank you for your assistance in this matter. I have included an announcement and information sheet for your examination and files.

Sincerely,

Donald D. Foos
Institute Director
and Dean

Enclosures

cc:

FORM 6

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

Please be informed that the HEA Title II-B Institute Selection Committee of the Southwestern Library Association has taken action on your application. I am pleased to inform you that you have been selected as a participant for the "Continuing Education Program Planning for Library Staffs in the Southwest Institute" scheduled for March 17-28, 1975 at Louisiana State University in Baton Rouge.

If you can accept this appointment, I would appreciate a letter acknowledging your acceptance as soon as possible. When we receive your confirmation, further information regarding housing, etc. will be sent to you. Please address your letter to: Donald D. Foos, Institute Director, Graduate School of Library Science, Louisiana State University, Baton Rouge, Louisiana, 70803.

Thank you for your attention to this matter.

Sincerely,

Donald D. Foos

Donald D. Foos
Institute Director
and Dean

DDF:pr

FORM 7

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE • LOUISIANA • 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

This is to inform you that the HEA Title II-B Institute Selection Committee has met for the purpose of selecting Institute participants. I am sorry to say that you have not been selected as one of the participants. We received many more applications than anticipated and the Selection Committee had a difficult choice to make. All of the applicants were very well qualified.

Thank you for your interest in the Institute, and should we have any cancellations, we will let you know.

Sincerely,

Donald D. Foos

Donald D. Foos
Institute Director
and Dean

DDF:pr

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

SWLA/HEA Title II-B Institute, March 17-28, 1975

INFORMATION

Registration: Registration will be held between 9:00 - 10:00 a.m., Monday, March 17, in International Rooms A & B, LSU Union.

Program Highlights: "Continuing Library Education Programs in the Southwest--An Overview," by Allie Beth Martin, Monday, March 17, at 1:30 p.m.

"NCLIS Report on Continuing Library and Information Science Education--An Overview," by Dr. Ruth Patrick, Tuesday, March 18, at 9:00 a.m.

"Continuing Education Programs for Medical Librarians--An Overview," by Dr. Julie Virgo, Thursday, March 20, at 3:30 p.m.

A visit to the Louisiana State Library conducted by the Baton Rouge Library Club, Wednesday, March 19, at 7:30 p.m.

Meetings: Meetings for the first week, Monday, March 17-Friday, March 21 will be held in International Rooms A & B, LSU Union. The second week, Monday, March 24-Friday, March 28 will be held in the LSU Graduate School of Library Science.

Weekend: The weekend from 5:30 p.m., Friday, March 21, to 9:00 a.m. Monday, March 24, will be free for participants wishing to travel to New Orleans or other interesting parts of Louisiana. Bus transportation to New Orleans and return is available on an hourly basis.

Socials: A room is reserved at the Prince Murat Motel for 7:30 p.m. Sunday, March 16, for a get acquainted session for participants, etc. A cash bar will be maintained. If you get in early, come by.

Housing and Transportation

Transportation will be available from the Baton Rouge Airport to the Prince-Murat-Quality Inn Motel, 1480 Nicholson Drive, via motel courtesy bus. Telephone: 387-1111. (Participants not making connections, etc. are to please call Dr. Foos. Home telephone: (504) 344-5733).

Participants will be housed at the Quality Inn-Prince Murat Motel, 1480 Nicholson Drive from Sunday, March 16 through Saturday, March 22, and at the LSU Continuing Education Center (388-3158) on the LSU campus from Sunday, March 23, through Friday, March 28. (A reservation form is enclosed).

Telephone messages may be received between 8:00 a.m. - 4:30 p.m., Monday-Friday at the LSU Graduate School of Library Science. Telephone: (504) 388-3158.

If possible, the Institute Director will be on hand at the airport to welcome you to Baton Rouge if arrival time and airlines flight information is furnished.

Payment

During registration on Monday, March 17, Institute Participants will be issued a check in the full amount of $150.00, plus dependency allowances. Institute Participants are responsible for all payments for housing, meals, transportation, etc.

Program

A final Institute Program and Participants List will be sent in the immediate future.

FORM 9

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

SWLA/HEA Title II-B Institute, March 17-28, 1975

HOUSING RESERVATION FORM

Name (print)_____

Date and Time of Arrival _____

1. Due to unavailable space on campus for the week March 16-22, participants will be housed at the Prince Murat Motel. Please indicate your preference for single, double, or triple accommodations. Room assignments will be made (by sex) on a first come basis: Please check one -

Rates: $14.50 single _____
$19.50 double _____
$23.50 triple _____

Check dates: Sun., Mar. 16 _____; Mon., Mar. 17 _____; Tues., Mar. 18 _____;
Wed., Mar. 19 _____; Thurs., Mar. 20 _____; Fri., Mar. 21 _____;
Sa., Mar. 22 _____.

2. LSU Continuing Education Center, LSU Campus, March 23-28.

Rates: Single w/bath $10.60 _____
Single w/bath on the hall $6.36 _____
Double w/bath $15.90 _____
Double w/bath on the hall $13.50 _____
Triple w/bath $19.50 _____
Triple w/bath on the hall $10.60 _____

Check dates: Sun., Mar. 23 _____; Mon., Mar. 24 _____; Tues., Mar. 25 _____;
Wed., Mar. 26 _____; Thurs., Nar. 27 _____; Fri., Mar. 28_____.

PLEASE RETURN AS SOON AS POSSIBLE TO:

Dr. Donald D. Foos
Graduate School of Library Science
Louisiana State University
Baton Rouge, Louisiana 70803

FORM 10

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

February 25, 1975
Donald D. Foos, Dean

INVITATION

Three meetings conducted during the SWLA Institute on "Continuing Education Program Planning for Library Staffs in the Southwest," March 17-28, 1975 on the LSU campus will be open to the academic community and public. Faculty, students, and interested parties are invited to attend the following sessions:

Program: "Continuing Library Education Programs in the Southwest: An Overview"

Time: 1:30 p.m., Monday, March 17, 1975

Place: International Rooms A & B, LSU Union

Speaker: Mrs. Allie Beth Martin, President-Elect, American Library Association; Director, Tulsa (Oklahoma) City-County Library System; and Co-author, Continuing Education For Library Staffs in the Southwest (CELS): A Survey with Recommendations, SWLA, 1973.

Program: "NCLIS Study of Continuing Education: An Overview."

Time: 9:00 a.m., Tuesday, March 18, 1975

Place: International Rooms A&B, LSU Union

Speaker: Dr. Ruth Patrick, Professor of Library Science and Director, Division of Continuing Library and Information Science Education, Syracuse (New York) University; and co-author, Continuing Library and Information Science: A Final Report, National Commission on Libraries and Information Science, 1974.

Program: "Continuing Education Programs for Medical Librarians: An Overview"

Time: 3:30 p.m., Thursday, March 20, 1975

Place: International Rooms A & B, LSU Union

Speaker: Dr. Julie Virgo, Director of Medical Library Education, Medical Library Education, Medical Library Association, Chicago, Illinois.

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

LOUISIANA STATE UNIVERSITY
GRADUATE SHCOOL OF LIBRARY SCIENCE
and
SOUTHWESTERN LIBRARY ASSOCIATION
Higher Education Act of 1965
Institute
on
Continuing Education Program Planning for Library Staffs
in the Southwest

INVITATION

You are invited to attend an informal "get-together" of Institute Participants in the Planned Security Room of the Prince Murat Inn, 1480 Nicholson Drive at 8:00 p.m., on Sunday, March 16, 1975. This informal session is planned in order to allow the participants from the six-state region of SWLA an opportunity to meet each other, institute lecturers, and invited dignitaries from the Baton Rouge area.

CASH BAR

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

We would like to make your housing reservations for the SWLA/HEA Title II-B Institute on "Continuing Education Program Planning for Library Staffs in the Southwest," and would like to know your travel plans and housing needs. You are scheduled to be on the program

If you let me know the time and date (with airline flight information) of your arrival and departure, I will make the necessary transportation and housing arrangements. Lecturers and Institute Participants will be housed at the Quality Inn-Prince Murat Motel, 1480 Nicholson Drive (504-387-1111) the first week, and at the LSU Continuing Education Center on the LSU campus (504-388-3158) the second week.

I look forward to hearing from you as soon as possible.

Sincerely,

Donald D. Foos
Institute Director

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

Louisiana State University Graduate School of Library Science
Baton Rouge, Louisiana

and

Southwestern Library Association
Dallas, Texas

HEA Title II-B Institute
on
CONTINUING EDUCATION PROGRAM PLANNING
FOR LIBRARY STAFFS IN THE SOUTHWEST

STATEMENT

I certify that I have received $150.00, the basic institute stipend for the period March 17-28, 1975, and a dependency allowance of _____ for this same period. Total: _____.

This statement is true, complete, and correct to the best of my knowledge and belief, and made in good faith.

_____ _____
Date Signature of Participant

_____
Social Security Number

_____ _____
Date Marion Mitchell
Executive Secretary
Southwestern Library Association
Dallas, Texas

FORM 14

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

Louisiana State University Graduate School of Library Science
Baton Rouge, Louisiana

and

Southwestern Library Association
Dallas, Texas

HEA Title II-B Institute
on
CONTINUING EDUCATION PROGRAM PLANNING
FOR LIBRARY STAFFS IN THE SOUTHWEST

STATEMENT

I certify that I have received an honorarium in the amount of _____, and travel expenditures in the amount of _____.

Total: _____.

This statement is true, complete, and correct to the best of my knowledge and belief, and made in good faith.

_____ _____
Date Signature

_____
Social Security Number

_____
Marion Mitchell
Executive Secretary
Southwestern Library Association
Dallas, Texas

PRINCE MURAT INN

A. Single reservations, Rate: $14.50

1. Henry L. Alsmeyer, Jr., Associate Director, Texas A & M University Library, College Station, Texas. March 16, 17, 18, 19, 20, 21, and 22.

2. Neil Barnard, Assistant Librarian, University of Arkansas Health Sciences Library, Little Rock, Arkansas. March 16, 17, 18, 19, and 20.

3. Florence P. Bass, Personnel Officer, New Orleans (Louisiana) Public Library. March 16, 17, 18, 19, 20, and 21.

4. William O. Drewett, III, Director, Green Gold Library System, Shreveport, Louisiana. March 16, 17, 18, 19, 20, 21, and 22.

5. Richard Van Wye, Director or Learning Resources, College of the Southwest, Hobbs, New Mexico. March 16, 17, 18, 19, 20, 21, and 22.

6. Carol Wright, Regional Librarian, Ozarks Regional Library, Fayetteville, Arkansas. March 16, 17, 18, 19, 20, 21 and 22.

7. Paul L. Little, Chief of Public Services, Oklahoma (Oklahoma City) County Library System. March 16, 17, 18, 19, 20, 21, and 22.

8. Harry Robinson, Jr., Director, Bishop College, Library, Dallas, Texas. March 16, 17, 18, 19, 20, 21, and 22.

9. Laverne Morrision, Library Consultant, Texas (Austin) Education Agency. March 16, 17, 18, 19, 20, 21, and 22.

10. Mary R. Power, Assistant Professor, Graduate Library School, University of Arizona, Tucson. March 17, 18, 19, 20, 21, and 22.

11. Leroy M. Gattin, Jr., Co-Director, Mid-Arkansas Regional Library, Benton, Arkansas. March 17, 18, 19, 21, 21, and 22.

12. Harriett M. Stegner, Personnel Director, El Paso (Texas) Public Library. March 16, 17, 18, 19 and 20.

13. Sheldon Lawrence, Field Consultant, Arizona (Phoenix) Department of Administration, Library, Archives and Public Records Division. March 16, 17, 18, 19, 20, 21, and 22.

PRINCE MURAT INN

B. Double reservations, Rate: $19.50 (2 beds)

1. Dora M. Dorsett, Director, Public Library of Pine Bluff and Jefferson County, Pine Bluff, Arkansas, and Shirley Pelley, Social Sciences Librarian, University of Oklahoma Library, Norman. March 16, 17, 18, 19, 20, 21 and 22.

2. Linda Schexnaydre, Coordinator of Continuing Education, Texas State Library, Austin, Texas, and Mira A. Brees, Librarian, Texas Legislative References Library, Austin, Texas. March 16, 17, 18, 19, 20, 21, and 22.

3. Marilyn L. Shackelford, Regional Librarian, Tulsa (Oklahoma) City-County Library System, and Nan Sturdivant, Administrative Assistant for Personnel Development, Tulsa (Oklahoma) City-County Library System. March 16, 17, 18, 19, 20, 21, and 22.

4. Joanne G. Angle, Medical Librarian, Cameron College Medical Library Resource Center, Lawton, Oklahoma, and Ruth W. Wender, Assistant Director for Regional Library Services, University of Oklahoma (Oklahoma City) Health Sciences Center Library. March 16, 17, 18, 19, 20, 21, and 22.

5. Marion Mitchell, Executive Secretary, Southwestern Library Association, Dallas, Texas and Peggy O'Donnell, CELS Coordinator, SWLA, Dallas, Texas. March 16, 17 and 18.

6. Marie Clara Martinez, Head of Technical Services, Thomas Branigan Memorial Library, Las Cruces, New Mexico and Jean Griffiths Ives, Network Manager, New Mexico (Santa Fe) State Library. March 16, 17, 18, 19, 20, 21 and 22.

7. Dr. and Mrs. Harry Clark, School of Library Science, University of Oklahoma, Norman, Oklahoma. March 16,17, 18, 19, 20, 21, and 22.

8. Sandra S. Coleman, Public Services Librarian, University of New Mexico (Albuquerque) School of Law Library and Ella C. Edwards, Assistant Librarian, Centenary College of Louisiana, Shreveport. March 16, 17, 18, 19, 20, 21, and 22.

LSU/Continuing Education Center

A. Single with Bath. Rate: $10.60

1. Florence P. Bass, Personnel Officer, New Orleans (Louisiana) Public Library. March 23, 24, 25, 26, 27, and 28.

2. William O. Drewett, III, Director, Green Gold Library System, Shreveport. March 23, 24, 25, 26, 27, and 28.

3. Richard Van Wye, Director of Learning Resources, College of the Southwest, Hobbs, New Mexico. March 23, 24, 25, 26, 27, and 28.

4. Dora M. Dorsett, Director, Public Library of Pine Bluff and Jefferson County, Pine Bluff, Arkansas. March 23, 24, 25, 26, 27, and 28.

5. Carol Wright, Regional Librarian, Ozark Regional Library, Fayetteville, Arkansas. March 23, 24, 25, 26, 27, and 28.

6. Shirley N. Pelley, Social Sciences Librarian, University of Oklahoma Library, Norman, Oklahoma. March 23, 24, 25, 26, 27, and 28.

7. Paul L. Little, Chief of Public Services, Oklahoma (Oklahoma) City-County Library System. March 23, 24, 25, 26, 27, and 28.

8. Joanne G. Angle, Medical Librarian, Cameron College Medical Library Resource Center, Lawton, Oklahoma. March 23, 24, 25, 26, 27, and 28.

9. Ruth W. Wender, Assistant Director for Regional Library Services, University of Oklahoma (Oklahoma City) Health Sciences Center Library. March 23, 24, 25, 26, 27, and 28.

10. Neil Barnhard, Assistant Librarian, University of Arkansas (Little Rock) Health Sciences Library. March 23, 24, 25, 26, 27, and 28.

11. Henry L. Alsmeyer, Jr., Associate Director, Texas A & M (College Station) University Library. March 23, 24, 25, 26, 27, and 28.

12. Harry Robinson, Jr., Director, Bishop College Library, Dallas, Texas. March 23, 24, 25, 26, 27, and 28.

13. Laverne Morrison, Library Consultant, Texas (Austin) Education Agency. March 23, 24, 25, 26, and 27.

14. S. Janice Kee, Regional Library Service Program Officer, H.E.W., Dallas, Texas. March 26, 27, and 28.

15. Harriett M. Stegner, Personnel Director, El Paso (Texas) Public Library. March 23, 24, 25, 26, and 27.

Single/CE Center

16. Sheldon Lawrence, Field Consultant, Arizona (Phoenix) Department of Administration, Library Archives and Public Records Division. March 23, 24, 25, 26, and 27.

17. Mary P. Power, Assistant Professor, Graduate Library School, University of Arizona, Tucson. March 23, 24, 25, 26, and 27.

18. Leroy M. Gattin, Jr., Co-Director, Mid-Arkansas Regional Library, Benton, Arkansas. March 23, 24, 25, 26, and 27.

Dr. Julie Virgo, Medical Library Association

LSU/Continuing Education Center

B. Double with Bath. Rate: $15.90

1. Linda Schexnaydre, Coordinator of Continuing Education, Texas State Library, Austin, Texas and Mira A. Brees, Librarian, Texas Legislative Reference Library, Austin, Texas. March 23, 24, 25, 26, 27, and 28.

2. Marilyn L. Shacklefore, Regional Librarian, Tulsa (Oklahoma) City-County Library System and Nan Sturdivant, Administrative Assistant for Personnel Development, Tulsa (Oklahoma) City-County Library System. March 23, 24, 25, 26, 27, and 28.

3. Maria Clara Martinez, Head of Technical Services, Thomas Branigan Memorial Library, Las Cruces, New Mexico and Jean Griffiths Ives, Network Manger, New Mexico (Santa Fe) State Library. March 23, 24, 25, 26, 27, and 28.

4. Dr. and Mrs. Harry Clark, School of Library Science, University of Oklahoma, Norman, Oklahoma. March 23, 24, 25, 26, 27, and 28.

5. Sandra S. Coleman, Public Services Librarian, University of New Mexico (Albuquerque) School of Law Library and Ella C. Edwards, Assistant Librarian, Centenary College of Louisiana, Shreveport. March 23, 24, 25, 26, and 27.

FORM 17

LOUISIANA STATE UNIVERSITY
GRADUATE SCHOOL OF LIBRARY SCIENCE

and

SOUTHWESTERN LIBRARY ASSOCIATION

HEA Title II-B
Institute
on

Continuing Education Program Planning for Library Staffs in the Southwest

EVALUATION

March 17-21, 1975

A. In designing the Institute Program, individual lecturers were invited to present "awareness" talks in specific areas. To that end, please score the presentations listed below.

Key: 0 did not
1 almost
2 partially
3 did

Evaluations will not be reported by name and are for internal utilization.

1. Monday, March 17.

(a) Allie Beth Martin, CELS Survey. _____

Comments: _____

_____

2. Tuesday, March 18.

(a) Ruth Patrick, NCLIS Report. _____

Comments: _____

_____

(b) Patsy Perritt, School Libraries - Staff Needs _____

Comments: _____

_____

(c) Francis L. Miksa, Technical Services - Staff Needs _____

Comments: _____

_____

(d) Robert K. Dikeman, Automated Services - Staff Needs _____

Comments: _____

_____

(e) Donald D. Foos, Public and State Libraries - Staff Needs

_____

Comments: _____

_____

3. Wednesday, March 19.

(a) Marie L. Cairns, Children and Young Adult Services - Staff Needs

_____

Comments: _____

_____

(b) Donald D. Foos, Public and Adult Services - Staff Needs

_____

Comments: _____

_____

(c) Robert K. Dikeman, Special Libraries - Staff Needs _____

Comments: _____

_____

(d) David W. Smith, Instrument Design _____

Comments: _____

_____

(e) David W. Smith, Survey Findings Analysis _____

Comments: _____

_____

4. Thursday, March 20

(a) David W. Smith, Summary Conclusions and Recommendations _____

Comments: _____

_____

(b) Charlie Roberts, Educational Technology _____

Comments: _____

_____

(c) Julie Virgo, MLA Continuing Education Program _____

Comments: _____

_____

5. Friday, March 21

(a) Wayne L. Schroeder, Educational Methodology _____

Comments: _____

_____

(b) Wayne L. Schroeder, Needs Assessment _____

Comments: _____

_____

B. In planning an institute, workshop, seminar, etc., it is important to consider facilities, housing, food, etc. To this end, please rank the following:

Key: 1 bad
2 good
3 very good
4 excellent

(a) Prince Murat Inn _____

Comments: _____

_____

(b) LSU Union _____

Comments: _____

_____

C. You have had an opportunity to form a number of opinions, etc., during this past week; therefore, with this in mind, how would you have designed the first week?

FORM 18

LOUISIANA STATE UNIVERSITY
GRADUATE SCHOOL OF LIBRARY SCIENCE

and

SOUTHWESTERN LIBRARY ASSOCIATION

HEA Title II-B
Institute
on

Continuing Education Program Planning for Library Staffs in the Southwest

EVALUATION

March 24-28, 1975

A. As a result of Institute Participants feedback on Friday, March 21, the second week of the Institute was redesigned to meet group needs. To this end, please evaluate the following:

KEY: 0 did not
1 almost
2 partially
3 did

Evaluations will not be reported by name and are for internal utilization.

1. Monday, March 24: Individual presentations on Needs Assessment.

(a) Dorothy E. Davis. Characteristics: The Black Am. Culture _____

Comments:_____

_____

(b) Mary Nieball. Characteristics: The Native Am. Culture _____

Comments:_____

_____

(c) Arnulfo Trejo. Characteristics: The Chicano Culture _____

Comments:_____

_____

(d) Davis-Nieball-Trejo Panel Presentation: Key= Effective (1); Not Effective (2); No Comment (0).

_____

Comments:_____

_____

(e) Individual Sessions by Culture: Key = Effective (1); Not Effective (2); No Comment (0).

_____

Comments:_____

_____

(f) Did you approve _____or disapprove_____of the redesigned program?

Comments:_____

_____

2. Monday, March 24: Donald D. Foos, Program Design: Key = Effective (1); Not Effective (2); No Comment (0).

_____

Comments:_____

_____

_____

B. Experiential Learning Techniques, Tuesday, March 25 and Wednesday, March 26. Please answer the following questions:

1. Game Demonstration: SLAG and Negotiation. Did you find the demonstration effective_____or not effective_____? How would you use SLAG and Negotiation?

2. Action Maze: How would you use this game?

3. In-Basket Exercise: How would you use this game?

4. Role play: How would you use this game?

5. KEG: Kontinuing Education Game: How would you use this game?

Comments:

C. Were the objectives of simulation learning clearly defined?

Yes_____ No_____

Comments:_____

_____

_____

_____

_____

D. Do you understand the teacher's role and the student's role in simulation learning?

Yes_____ No_____

Comments:_____

_____

_____

_____

_____

E. Wednesday, March 26: Donald D. Foos: Program Design and Implementation.

Effective_____ Not Effective_____

Comments:_____

_____

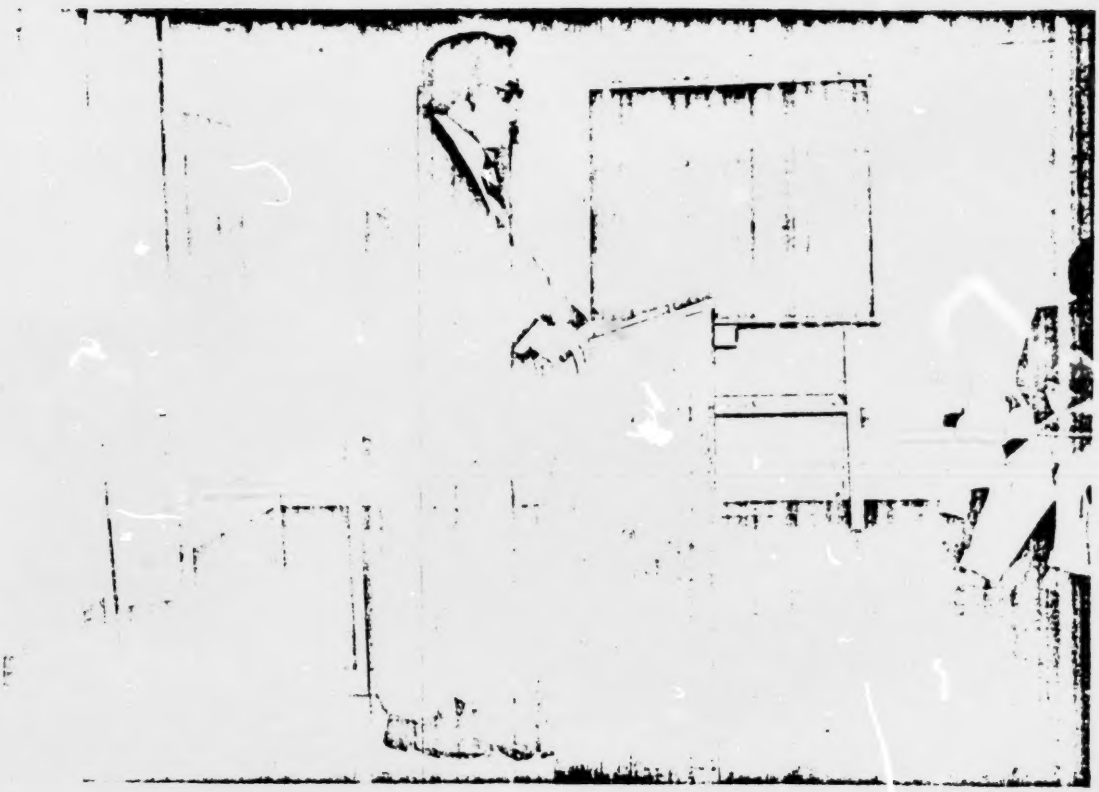
_____

_____

_____

F. Evaluate your individual State sessions.

G. Evaluate your Institute Director.



Opening Day...Welcome...Donald D. Foos, Institute Director

H. In regards to this Institute, please answer the following questions:

1. If repeated, would you recommend it to a colleague?

Yes_____ No_____

Comments:_____

_____

_____

_____

_____

2. Now that you have experienced this Institute, would you still have come?

Yes_____ No_____

Comments:_____

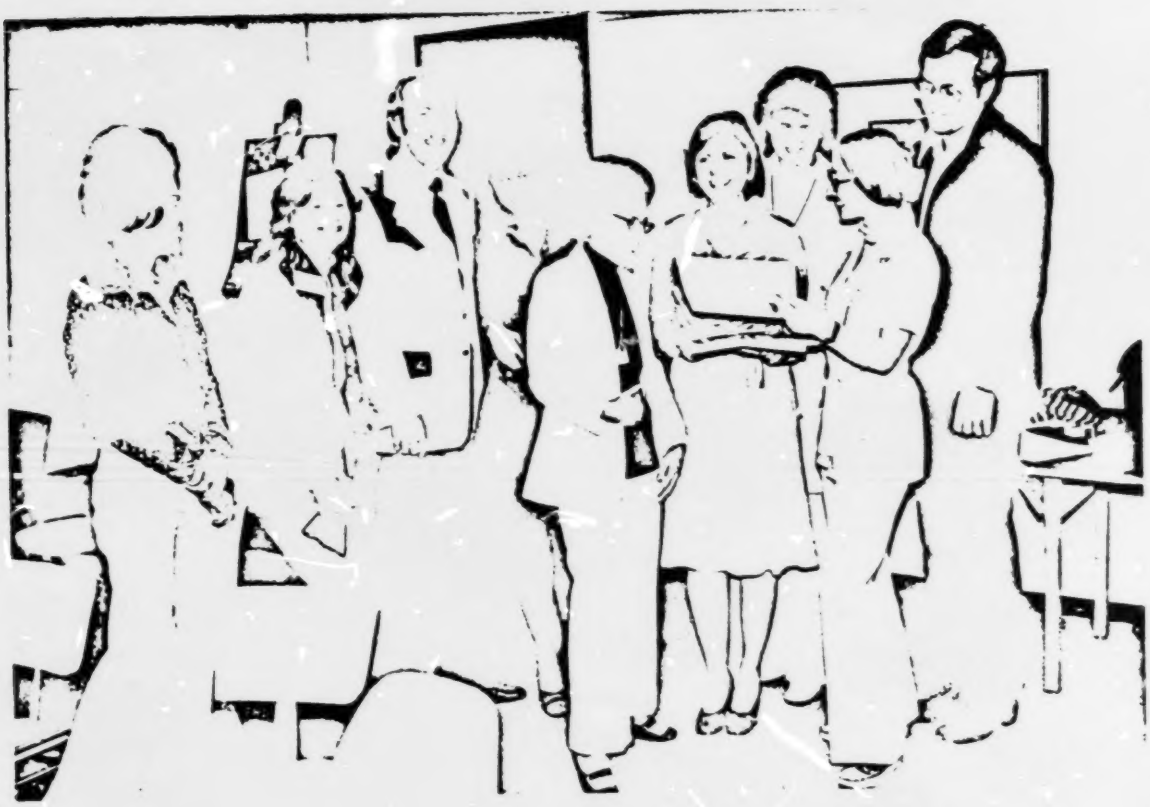
_____

_____

_____

_____

I. Briefly summarize your reactions to the Institute.



Left to right: Sana Alawady, Louisiana; Beth Bingham, Louisiana; Richard Van Wye, New Mexico; Mary Power, Arizona; Dr. Mary Nieball, Odessa, Texas; Dr. Ruth Patrick, Syracuse University; Shirley Pelly, Oklahoma; Connie Moore, Texas; and Leroy Gattin, Arkansas.

HEA Title II-B
SWLA/LSU Institute on Continuing Education Program Planning
for Library Staffs in the Southwest
March 17-28, 1975

PARTICIPANTS

Sana Alawady, Coordinator of Technical Services, Southern University, Southern Branch Post Office, Baton Rouge, Louisiana 70813.

Henry L. Alsmeyer, Jr., Ph.D., Associate Director of Libraries, Texas A & M University, College Station, Texas 77843.

Joanne G. Angle, Medical Librarian, Medical Library Resource Center, Library, Cameron University, Lawton, Oklahoma 73501.

Neil Barnhard, Assistant Librarian, Health Sciences Library, Medical Center, University of Arkansas, 4301 West Markham, Little Rock, Arkansas 72201.

Florence P. Bass, Personnel Officer, New Orleans Public Library, 219 Loyola Avenue, New Orleans, Louisiana 70140.

*Elizabeth E. Bingham, Head, Mid-City Branch Library, City of Baton Rouge and Parish of East Baton Rouge Library, 7711 Goodwood Boulevard, Baton Rouge, Louisiana 70802 and Chairperson, JMRT Section, Louisiana Library Association.

Mina Akins Brees, Librarian, Texas Legislative Reference Library, P. O. Box 12488, Capitol Station, Austin, Texas 78711 and Chairperson, Continuing Education Committee, Texas Chapter, Special Library Association.

Harry Clark, Ph.D., Associate Professor, School of Library Science, University of Oklahoma, 401 West Brooks, Room 120, Norman, Oklahoma 73069.

Sandra S. Coleman, Public Services Librarian, University of New Meixco, School of Law Library, 1117 Stanford Drive, N.E., Albuquerque, New Mexico 87131 and President, Rio Grande Chapter, Special Library Association.

Gladys N. Davis, Librarian, Arkansas Library Commission, 506½ Center Street, Little Rock, Arkansas 72201

Cora M. Dorsett, Ph.D., Director, Public Library of Pine Bluff and Jefferson County, 200 East Eighth Avenue, Pine Bluff, Arkansas 71601.

William O. Drewett, III, Director, Green Gold Library System, 400 Edwards Street, Shreveport, Louisiana 71101.

Lowell R. Duhrsen, Assistant Director, Public Services, University Library, New Mexico State University, Box 3475, Las Cruces, New Mexico 88003.

*Linda Gates, Library Consultant, Louisiana State Library, P. O. Box 131, Baton Rouge, Louisiana 70821.

Leroy M. Gattin, Jr., Librarian, Saline County Public Library, 224 W. South Street, Benton, Arkansas 72015.

Malva H. Huson, Director, Bayoulard Pilot Library System, P. O. Box 3826, 301 W. Congress Street, Lafayette, Louisiana 70501.

Jean Griffiths Ives, Network Manager, New Mexico State Library, P. O. Box 1629, Santa Fe, New Mexico 87501.

*Kay James, Louisiana Library Association, P. O. Box 131, Baton Rouge, Louisiana 70821 and Representative of the Louisiana Chapter, Special Library Association and the Louisiana Chapter, American Society for Information Science.

Kathryn Johnson, Serials Librarian, Southern University, Southern Branch Post Office, Baton Rouge, Louisiana 70813.

Sheldon Lawrence, Field Consultant, Library Extension Service, Arizona Department of Administration, Library, Archives and Public Records Division, 333 North Black Canyon, Phoenix, Arizona.

Paul L. Little, Chief of Public Services, Oklahoma County Librarians System, 131 N.W. 3rd, Oklahoma City, Oklahoma 73102.

Shirley Ann Lowman, Head Catalog Librarian, Eastern New Mexico University Library, Portales, New Mexico 88130.

Maria Clara Martinez, Head, Technical Services, Thomas Branigan Memorial Library, 106 West Hadley, Las Cruces, New Mexico 88001.

Constance A. Moore, Assistant to the Director, The General Libraries, University of Texas at Austin, Austin, Texas 78712.

Laverne Morrison, Library Consultant, Division of Instructional Resources, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701 and Representative of the Texas Association of School Librarians.

Shirley N. Pelley, Social Sciences Librarian, University of Oklahoma Library, 401 West Brooks, Room 141, Norman, Oklahoma 73069.

*Marcia Perkins, Library Consultant, Louisiana State Library, P. O. Box 131, Baton Rouge, Louisiana 70821.

Mary R. Power, Assistant Professor, Graduate Library School, College of Education, 1515 East First Street, University of Arizona, Tucson, Arizona 85719.

Linda Schexnaydre, Coordinator, Continuing Education, Department of Library Development, Texas State Library, Box 12927, Capitol Station, Austin, Texas 78711.

Marilyn Shackelford, Regional Librarian, Tulsa City-County Library System, 400 Civic Center, Tulsa, Oklahoma 74103 and Chairperson, Continuing Education Committee, Oklahoma Library Association.

Harriett M. Stegner, Personnel Director, El Paso Public Library, 501 North Oregon Street, El Paso, Texas 79901 and Representative of the El Paso Public Library Association and the Border Regional Library Association.

Nan Sturdivant, Administrative Assistant for Personnel Development, Tulsa City-County Library System, 400 Civic Center, Tulsa, Oklahoma 74103.

Richard Van Wye, Director of Learning Resources, Scarborough Memorial Library, College of the Southwest, Lovington Highway, Hobbs, New Mexico 88240.

Ruth W. Wender, Assistant Director for Regional Library Services, University of Oklahoma, Health Sciences Center Library, P. O. Box 26901, Oklahoma City, Oklahoma 73190 and Chairman, South Central Regional Group, Medical Library Association.

Carol Wright, Regional Librarian, Ozarks Regional Library, 217 E. Dickson Street, Fayetteville, Arkansas 72701 and Vice-President, President-Elect, Arkansas Library Association.

*Non-stipended participant

LOUISIANA STATE UNIVERSITY
Graduate School of Library Science
and
Southwestern Library Association
Higher Education Act of 1965

INSTITUTE

on

CONTINUING EDUCATION PROGRAM PLANNING FOR LIBRARY STAFFS
IN THE SOUTHWEST

PROGRAM

Monday, March 17, 1975 - International Rooms A & B, LSU Union

9:00 - 10:00 a.m. Registration
Donald D. Foos, Institute Director
Marion M. Mitchell, SWLA Executive Secretary

10:30 - 11:45 a.m. Welcome and Program Overview
Dr. James G. Traynham, Vice-Chancellor for Advanced Studies and Research
Marion M. Mitchell, Executive Secretary, SWLA
Peggy O'Donnell, CELS Coordinator, SWLA
Donald D. Foos, Institute Director

1:30 - 4:30 p.m. Continuing Library Education Programs in the Southwest - An Overview
Allie Beth Martin, Director, Tulsa City-County Library System

Document: Continuing Education for Library Staffs in the Southwest (CELS): A Survey with Recommendations by Allie Beth Martin and Maryann Duggan.

Tuesday, March 18, 1975 - International Rooms A & B, LSU Union

9:00 - 11:30 a.m. NCLIS Report of Continuing Library and Information Science Education - An Overview
Dr. Ruth M. Patrick, Coordinator of Continuing Education, School of Information Studies, Syracuse University

Document: Continuing Library and Information Science Education: A Final Report for the National Commission on Libraries and Information Science by Elizabeth Stone, Ruth Patrick, and Barbara Conroy.

1:30 - 2:00 p.m.	Staff Survey Development by Type of Library: School Dr. Patsy Perritt, Assistant Professor, Graduate School of Library Science, LSU
2:00 - 2:30 p.m.	Staff Survey Development by Type of Function: Technical Services Dr. Francis L. Miksa, Assistant Professor, Graduate School of Library Science, LSU
2:30 - 3:00 p.m.	Staff Survey Development by Type of Function: Automated Services Dr. Robert K. Dikeman, Assistant Professor, Graduate School of Library Science, LSU
3:30 - 4:00 p.m.	Staff Survey Development by Type of Library: Public and State Dr. Donald D. Foos, Dean, Graduate School of Library Science, LSU
4:00 - 4:30 p.m.	Staff Survey Development by Type of Library: Academic Dr. Charles D. Patterson, Associate Professor, Graduate School of Library Science, LSU

Wednesday, March 19, 1975 - International Rooms A & B, LSU Union

9:00 - 9:30 a.m.	Staff Survey Development by Type of Function: Children and Young Adult Services Dr. Marie L. Cairns, Assistant Dean, Graduate School of Library Science, LSU
9:30 - 10:00 a.m.	Staff Survey Development by Type of Function: Public and Adult Services Dr. Donald D. Foos, Dean, Graduate School of Library Science, LSU
10:00 - 10:30 a.m.	Staff Survey Development by Type of Library: Special Dr. Robert K. Dikeman, Assistant Professor, Graduate School of Library Science, LSU
11:00 - 12:00 noon	Introduction to Survey Instrument Design Dr. David W. Smith, Assistant Professor, Department of Experimental Statistics, LSU.
1:30 - 3:00 p.m.	Survey Instrument Design Dr. David W. Smith, Assistant Professor, Department of Experimental Statistics, LSU.
3:30 - 4:30 p.m.	Survey Findings Analysis Dr. David W. Smith, Assistant Professor, Department of Experimental Statistics, LSU

7:30 - 9:00 p.m. — Louisiana State Library and Baton Rouge Library Club (Social and Tour)

"The Sum of Many Small Victories," by Miss Sallie Farrell, Louisiana State Librarian

(Transportation to be furnished by members of the Baton Rouge Library Club.)

Thursday, March 20, 1975 - International Rooms A & B, LSU Union

9:00 - 10:15 a.m. — Development of Summary Conclusions and Recommendations
Dr. David W. Smith, Assistant Professor, Department of Experimental Statistics, LSU

10:45 - 12:00 noon — Development of Educational Technology: Video Tapes, Cable TV, and ETV.
Dr. Charlie Roberts, Associate Professor, Department of Education, LSU

1:30 - 3:00 p.m. — Development of Educational Technology: Telelectures, Audio-Visuals, and Learning Packages
Dr. Charlie Roberts, Associate Professor, Department of Education, LSU

3:30 - 5:00 p.m. — Continuing Education Programs for Medical Librarians - An Overview
Dr. Julie Virgo, Director of Medical Library Education, Medical Library Association

Friday, March 21, 1975 - International Rooms A and B, LSU Union

9:00 - 10:00 a.m. — Development of Educational Methodology: Workshops, Conferences, Institutes, Short Courses and Seminars
Dr. Wayne L. Schroeder, Professor and Assistant Head, Department of Adult Education, Florida State University

10:00 - 12:30 p.m. — Needs Assessment
Dr. Wayne L. Schroeder, Professor and Assistant Head, Department of Adult Education, Florida State University

2:00 - 4:00 p.m. — Needs Assessment
Dr. Wayne L. Schroeder, Professor and Assistant Head, Department of Adult Education, Florida State University

4:00 - 4:30 p.m. — Program Review and Evaluation
Donald D. Foos, Institute Director

- Have a good weekend -

Monday, March 24, 1975 - LSU Library, GSLS, Room 230C

9:30 - 11:00 a.m.	Panel on Needs Assessment: Characteristics Ms. Dorothy Davis, Southern University (The Black American Culture) Dr. Mary Nieball, Odessa College Library (The Native American Culture) Dr. Arnulfo D. Trejo, University of Arizona Graduate Library School (The Chicano Culture)
11:00 a.m. - 12:15 p.m.	Individual Sessions The Black American Culture (Davis) GSLS Room 230C The Native American Culture (Nieball) GSLS Room 230D The Chicano Culture (Trejo) GSLS Room 230A
1:15 - 1:45 p.m.	LSU Library Tour
2:00 - 4:30 p.m.	Program Design Dr. Donald D. Foos, Dean, LSU Graduate School of Library Science
7:00 - 9:00 p.m.	Individual State Meetings, Pleasant Hall

Tuesday, March 25, 1975 - LSU Library, GSLS, Room 230C

9:00 - 10:00 a.m.	Introduction to Experiential Learning Techniques (Game Demonstration: SLAG and Negotiation) Dr. Martha Jane K. Zachert, Professor, School of Library Science, Florida State University
10:15 - 11:00 a.m.	Objectives of Simulation Learning: The Simulation Learning System (Zachert)
11:00 - 12:00 noon	Action Maze Demonstration (Zachert)
1:00 - 2:00 p.m.	The Teacher's Role in Simulation Learning. The Student's Role in Simulation Learning Dr. Martha Jane K. Zachert.
2:00 - 2:30 p.m.	Validity in Experiential Methodologies Dr. Martha Jane K. Zachert.
2:45 - 3:45 p.m.	In-Basket Exercise Demonstration (Zachert)
3:45 - 5:00 p.m.	Roleplay Demonstration (Zachert)
7:00 - 9:00 p.m.	Individual State Meetings, Pleasant Hall

Wednesday, March 26, 1975 - LSU Library, GSLS, Room 230C

9:00 - 11:00 a.m.	KEG: Kontinuing Education Game (Zachert and Foos)
11:00 - 12:00 noon	Critique of Game Design
1:30 - 2:30 p.m.	Design of Experiential Materials Dr. Martha Jane K. Zachert
3:00 - 5:00 p.m.	Program Design and Implementation Dr. Donald D. Foos, Dean, LSU Graduate School of Library Science
7:00 - 9:00 p.m.	Individual State Meetings, Pleasant Hall

Thursday, March 27, 1975 - LSU Library, GSLS, Room 230C

9:00 - 12:00 noon	Individual State Continuing Education Projects Presentation Ms. Peggy O'Donnell, CELS Coordinator
1:00 - 1:30 p.m.	HEA Title II-B Institutes in the Southwest - An Overview Ms. S. Janice Kee, Regional Library Services Program Officer, H.E.W., Dallas, Texas
1:30 - 5:00 p.m.	Institute Program Evaluation Dr. Donald D. Foos and Dr. David W. Smith
7:30 p.m.	Commencement and Reception

Friday, March 28, 1975 - LSU Library, GSLS Office

9:30 a.m. - 3:00 p.m.	Individual Meetings with Institute Director and Staff

FORM 21

S. L. I. C. E.

SOUTHWESTERN LIBRARY INTERSTATE COOPERATIVE ENDEAVOR

A Project of

SOUTHWESTERN LIBRARY ASSOCIATION

TO PROMOTE ALL LIBRARY INTERESTS IN THE SOUTHWEST AND MEXICO

CONTINUING EDUCATION FOR LIBRARY STAFFS IN THE SOUTHWEST

CERTIFICATE OF ATTENDANCE

_____ was a participant in an SWLA/CELS
(Name)

SWLA/LSU HEA Title II-B Institute on Continuing Education Program Planning for Library Staffs in the Southwest
(Workshop, Institute, Seminar) (Topic)

held at Louisiana State University Graduate School of Library Science on March 17-28, 1975
(Place) (Date)

The program content covered Continuing Education Program Planning and
(Brief description of course)*

included 84 hours/10½ days of instruction and participation. It was
(hours/days)

presented by Donald D. Foos, Institute Director and Staff.
(Name of Instructor)

March 28, 1975
Date

Peggy O'Donnell
SLICE Office Director and
CELS Coordinator

*For more information on this program and its scope, contact the SLICE Office:

7371 Paldao Drive
Dallas, Texas 75240
214/234-1555

FORM 22

LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

GRADUATE SCHOOL OF LIBRARY SCIENCE

FROM: Donald D. Foos
Institute Director

TO:

For your information and files, your publication appears in the Proceedings of the Institute on Continuing Library Education Program Planning for Library Staffs in the Southwest, March 17-28, 1975 as:

Acadia Parish Library
Evangeline Parish Library
Iberia Parish Library
Lafayette Public Library
Lafourche Parish Library
Opelousas-Eunice Public Library
St. Martin Parish Library
St. Mary Parish Library
Terrebonne Parish Library
Vermilion Parish Library
University of Southwestern Louisiana
Nicholls State University
L.S.U.-Eunice

Bayouland Pilot Library System

SERVING SOUTH CENTRAL LOUISIANA

Mrs. Malva H. Huson
Director

Mais oui, chere --

Go to New Orleans while you are in Louisiana for the Institute.

BUT DON'T GO ON SATURDAY, MARCH 22!!!

That's the day we are going to take you to Acadiana -- to the Cajun Country -- to the unique -- uniquer -- uniquest -- section of our state.

We'll leave about 8:30 a.m. and there will be no charge for transportation, but there will be entrance fees to a few of the major tourist attractions on our route -- The Acadian House at Longfellow-Evangeline State Park (75¢) and Le Musée du Petit Paris (50¢) both at St. Martinville; The-Shadows-on-the-Teche ($1.50) in New Iberia; and famed Jungle Gardens at Avery Island, ($1.75). But don't fret -- there'll be lots of other beautiful and interesting things to see for FREE.

Of course, costs of food and drink will vary with your appetite, but we hope by nightfall your appetite will be great, so you can feast on the unique -- uniquer -- uniquest cuisine in this country at a bayou-side restaurant of far-and-wide fame. You will have had a full, exciting and memorable day by the time you get back to your bed in Baton Rouge.

As Dr. Foos wrote you, busses run hourly to New Orleans, but this Bayouland Tour runs only once, Saturday, March 22, SO DON'T MISS IT!

Please indicate your desire to participate by filling out the form below and giving to Malva Huson, Director, Bayouland Library System, by Wednesday, March 19.

- -

Don't make the Bayouland Tour without me!

Name _____

Baton Rouge address _____

Baton Rouge phone number _____

301 W. Congress Street P. O. Box 3826 Lafayette, Louisiana 70501
Phone (318) 233-7848
TWX 510 976-8099

CONTINUING EDUCATION PROGRAMMING FOR MEDICAL LIBRARIANS--AN OVERVIEW

Julie A. Virgo, Ph.D.

In order to place what I have to say within the context of medical library practice, I will first describe briefly the development of medical library education in the United States.

The first medical librarians came from those associated with the medical profession, rather than from the library profession. Education for medical librarianship was first accomplished by an apprenticeship method or on-the job training.

Notable dates in the history of medical library education are given below.

1. Formal Courses

1902 - Atlantic City - the first call for a two day course to be offered prior to annual meeting although never followed through on

1923/24 - First course offered, but not actually given, at the University of Minnesota

1937 - First course given at the University of Minnesota, covered hospital and patients libraries

1939 - Thomas Fleming offered the first course devoted entirely to medical bibliography, at Columbia University

1948 - Adoption of a Certification Code by the Medical Library Association

1949/50 - VA course given at 4 geographic locations

1965 - Medical Library Assistance Act was passed with provision for training money for educating medical librarians

1969 - 17 of 42 accredited library school programs were offering at least one course in Medical Librarianship or bibliography

1975 - The figure had become 37 of 62 accredited library school programs

Internships

1941 - Tulane University

1944 - Vanderbilt University

1957 - National Library of Medicine

1961 - Emory

1961 - University of California at Los Angeles

Plus 5 others

Currently there are 3 internship programs:

1) National Library of Medicine
2) UCLA
3) University of Texas at Dallas

Library Technicians

1970 Standards for Programs & Definition of Duties

Continuing Education

1902 - First call for courses, but nothing came of it

1958 - Series of 2-hour courses one day before annual meetings, courses covered essentially the chapter headings of the Handbook of Medical Library Practice

1962 - Committee appointed to make recommendations
14 Recommendations

- Graded courses to be taken in a series

- Available at different geographic locations

- Standardization of what was taken
The number of courses offered has grown from 2 in 1962 to 19 currently available. Revisions, additions, and deletions are carried out each year.

2. Our Target Population

The Medical Library Association aims its programs, first at being responsive to its members' needs, and then to the needs of all health sciences library personnel, generally.

We have some data on these two overlapping populations, but not as much as we would like. We are in the process of determining what additional information we need to collect on our membership to better determine programs and priorities.

What we do know is:

(1) Approximately 40% of our members work in academic library settings.

40% of our members work in hospital library settings.

20% in other special libraries, e.g. pharmaceutical companies, medical societies, research institutes, and RML's.

(2) From a 1973 survey, we know that there are approximately 10,000 people working at all levels in medical librarianship, although only 2,400 of these are individual members of MLA.

(3) We have people with a wide variety of educational backgrounds, ranging from no formal library training to Ph.D's. We have approximately, 3,000 people in the field who have fulfilled the requirements for the basic level of certification as medical librarians.

(4) Library personnel generally don't earn a whole lot, and their expenses are not routinely paid for by their employers for C.E. courses.

(5) Many work in one or two person libraries
- no in-service training possible
- difficulty of obtaining release time

3. What does this mean in terms of our C.E. program?

- People with a wide variety of backgrounds. Since we define continuing education as enabling the person to keep up with or improve job skills, we cannot say that we will assume everyone has had a basic library education.

- Geographically scattered.

- Don't have a lot of money.

Other influences - Certification for Technicians who will be required to undertake continuing education to maintain certification, as will the librarians.

4. The MLA Continuing Education Program

(1) History just described.

(2) Our purpose is to create and stimulate an attitude about continuing education amongst our members specifically and in the professional generally. We do this in a number of ways, such as:

- MLA NEWS - crossword puzzles, New IR systems, Tutorial section.
- New Roles for Health Sciences Librarians.
- Film.
- An awareness of the variety of ways in which continuing education occurs.

(3) NLM grant to develop a national continuing education plan for medical librarianship.

(4) Packaged short courses - annual and local presentations.

(5) Three-day intensive residential institutes.

History of Continuing Education Programs

Twenty-five continuing education courses have now been developed of which 19 are currently available for presentation at our annual meeting or may be sponsored by any interested group - regional group of MLA, other library associations, library schools, local associations, and interested groups of librarians.

The kinds of courses offered:

- Reference courses - both introductory medical reference, and literatures of specific fields, e.g. nursing, dentistry, pharmacy, history of medicine.
- Human Factors in library administration
  Personnel management studied in terms of interpersonal relationships.
- Beginning inter-library loan
- Planning library buildings

  Academic medical
  Special libraries - hospitals

- A. V. Course - Management of Media in Libraries.

  Hardware and software
  Organization, selection, management

- Systems Analysis

- Application of Operations Research to Library Decision-Making

- Cataloging and Classification

- 2 MEDLINE courses:

  1. For people who will be referring MEDLINE requests to MEDLINE facilities.

  2. For administrators who have MEDLINE or some other on-line system in their libraries. To understand the impact of these systems on existing library functions.

- Grant applications and management

- Museum objects

- 3 day Institute designed around the intensive residential model for adult learning

Some Information About MLA Institutes

Difficult to be cost/effective. If we break even, that's fine.

Bring faculty together for one meeting.

Lots of phone calls.

Send out material in advance.

Resort area vs. easy access.

Lots of follow-up.

Residential model - group reinforcement.

High faculty/student ratio.

5. How does the MLA Program "work"?

A. Committee responsible for program development.

B. Staff for coordinating production of courses, scheduling the printing of syllabi.

Mechanics of presentation.

Acts as a resource to the Committee.

Relationship between committee and staff. Director of Education is a committee member.

- Staff acts a resource to the Committee.
- In some ways acts as a facilitator for the Committee in the Committee's own continuing education. Sends information on topics of concern to them.
- Staff provides input on areas of interest as expressed by membership for new courses
- Channels information on instructors' viewpoints about courses.
- Suggest projects for Committee to work on:

e.g. a) Develop criteria for evaluating courses (monitoring).

b) Develop guidelines for Special Interest Groups and individuals proposing to develop courses.

c) Develop explicit contractual agreements between course designers and Association.

- Educational objectives stated in behavioral terms. At the conclusion of the course, the participants will be able to...
- Pre-test or post-test
- Staff may also agree to take complete responsibility for development and production of a course.

6. WHO does WHAT?

Committee
Program Development - for ½ to 2-day recurring courses.

- Develops long term goals (say 5 years broken down into year steps, setting priorities).
- May work with SIG's in identifying the best way to structure or divide a topic into a series of one or two day units.
- May work with SIG's in identifying course designers.

- One member of the Committee is assigned responsibility for each subject area, and coordinates with the course designer in the development of the course.

- Course designer and Committee member develop educational objectives for course.

- Committee member provides assistance and guidance to course designer, he/she keeps the designer on schedule, and evaluates finished product.

  (Finished product is - course objectives
  - course description
  - course outline
  - syllabus
  - instructor's guide if necessary)

- We ask for camera-ready copy.

Staff

Once a course has been developed, staff

- Publicizes available courses for presentation at annual meeting and local presentation.

- Handles registration for participants at annual meeting.

- Maintains a stock of syllabi for all courses.

- Makes arrangements for annual and local meeting presentations.

- Selects instructors.

- Evaluates instructor.

- Arranges for needed materials to be sent to presentation.

  e.g. Certificates of attendance.

  Evaluation forms for each course.

  Syllabi.

- Sends out materials in advance of course if necessary.

- We try to use form letters whenever we can

  Local Contact

  Call up instructor - we maintain an instructor file with course evaluations noted for future reference.

Write letter of confirmation to instructor - what materials he needs, equipment, classroom set up.

Ship off materials.

Pay instructor expenses and thank the person.

Get money from local group.

Get evaluation forms back, unused certificates, syllabi.

- Evaluation forms

Not perfect, but do give us feedback on:

1) Instructor performance.

2) syllabus.

3) suggested new topics.

4) suggested instructors.

5) Demographic type data

- Type and size of library
- Education background
- Number of years in library work
- How they heard about the meeting
- What other continuing education courses they have taken

7. <u>What have we learned that I can pass on to you?</u>

(1) Try to engender and reinforce among the people with whom you work that continuing education opportunities are all around you. Not only will it enhance job performances, but it will make the job itself more interesting.

Continuing education is not something that builds on where your library education has left off. All your working life is an education. We are all at different points along a continuum. It's an attitude.

(2) Recognize the characteristics of the group for whom you are providing continuing education activities.

- They don't earn a lot of money.

- Employers often can't or won't pay for them to attend meetings.

- Often geographically dispersed and in terms of levels of competence of subject skills required so you may have to develop programs that are general, but you can use techniques to compensate for differences in educational levels.

  e.g. student teaching, small group breakout sessions, mixed structure, size or type of library.

(3) Provide materials before class, this can be useful, but you are always going to get those people who haven't done the reading.

(4) Use committees and task forces, special interest groups. You will probably need one person with a continuing overall responsibility, because committee members are often geographically scattered. Need for a coordinator. Need for "in-service" training for committee - people want to participate but are often unsure of how to.

(5) Different topics lend themselves to being handled in different ways.

  Lecture -size of audience unimportant.

  Classroom set up.

  Hollow - U ¬

(6) Publicize availability of opportunities at community colleges, transferability of information from type of library to type of library

(7) Packaged programs - transferable from instructor to instructor.

(8) Spell out pre-requisites for courses to help participant identify if it is at right level for him or her.

(9) Evaluations and Certificates of Attendance.

  Use one as carrot to get the other.

(10) Spell out mechanics of program using form letters and checklists

  e.g. types of classroom set up.

  types of A-V equipment e.g. blackboard, chalk, eraser, flip chart.

(11) "Happiness tools"

- Notebook
- Pencil
- Free drink ticket

(12) Choosing site for C.E. course

ease of access.

resort - secluded, less distractions in conjunction with meeting.

(13) Importance of socializing - Free time between faculty and students

(14) Set up coffee in classroom so people can get up and get it whenever they want it.

(15) Maintain your enthusiasm and drive by speaking with colleagues.

APPENDIX

FORM LETTERS USED IN MLA CONTINUING EDUCATION PROGRAM

1. Information on Local Presentation of Continuing Education Courses
2. Information sheet on course participants
3. Letter to instructors teaching at the MLA annual meeting
4. Form letter requesting information on room set-up, A-V requirements, special materials.
5. Letter to instructor teaching at a local presentation
6. Letter to local contact
7. Evaluation Forms
8. Certificate of Attendance

Medical Library Association, Inc. Suite 3208, 919 North Michigan Avenue, Chicago, Illinois 60611 312/266-2456

INFORMATION ON

LOCAL PRESENTATION OF CONTINUING EDUCATION COURSES

1975/76

The attached list of one-half to two day continuing education courses, developed by the Medical Library Association, are available for local presentation under the sponsorship of MLA regional groups, library schools, university extension divisions, and/or interested professional groups.

COURSES:

The sponsoring group may choose any of the courses for local presentation.

Each course requires one day (9am-5pm) for presentation unless otherwise specified. The number of courses offered is determined by the sponsoring organization and more than one course can be offered on the same day or several courses can be grouped together in sequential fashion over a period of two or more days.

Courses can be arranged for any date or dates that are convenient for the sponsoring group. However, the Medical Library Association's Division of Education asks that it be notified a minimum of six weeks before a course is planned so that appropriate arrangements may be made for the presentation.

NUMBER OF REGISTRANTS:

Continuing education courses are designed for maximum interaction between student and instructor and are usually most successful when classes are small. Fifteen to twenty individuals per section is preferable although some courses can accomodate as many as twenty-five persons. A minimum of twelve persons per course per section must register in order to cover costs of presentation.

REGISTRATION:

The sponsoring group handles all course registrations directly. Checks should be made payable to the Medical Library Association and forwarded to the Medical Library Association Division of Education at the conclusion of the courses.

INSTRUCTORS:

Selection of instructors is made by the Division of Education, Medical Library Association. The Medical Library Association pays all instructor expenses.

COSTS:

A registration fee of $30 per registrant per course is charged if the registrant is a member of M.L.A. Non-members of M.L.A. are charged $45. The fee is payable to the Medical Library Association.

Arrangement costs not specifically agreed upon by the Division of Education are paid by the sponsoring group.

Costs of assembling and shipping course materials are assumed by the Association.

If the sponsoring group desires to include food or coffee breaks it is responsible for the cost.

Costs of publicity or promotional mailings to the group's members are borne by the sponsoring organization.

ARRANGEMENTS:

The Division of Education provides information regarding the number of rooms required, audiovisual equipment needed, and so forth. It also provides lists of necessary items for the bibliography courses; however, the sponsoring organization furnishes the actual materials. The Division of Education lends advisory assistance if desired.

COURSE PACKAGE:

The Division of Education provides:

1) Copies of the syllabus for the course.
2) Any printed materials (manuals, handouts) needed for presentation of the course.
3) An instructor for the course.
4) Certificates of Attendance and evaluation forms.

Since the courses are presented by the Medical Library Association it reserves the right to edit any of the publicity material dealing specifically with the courses and its role in their presentation. Sponsoring organizations should routinely submit their publicity material to the Division of Education for review prior to its mailing to their membership.

The Division of Education will work closely with the sponsoring group to insure that their continuing education activities are presented in a manner consistent with the high standards of the Medical Library Association.

WHO TO CONTACT:

Requests for continuing education courses for the 1975/76 calendar year should be made to:

Julie A. Virgo
Division of Education
Medical Library Association
919 Michigan Avenue, Suite 3208
Chicago, IL 60611

Telephone: 312/266-2456

CE 4: GENERAL BIOMEDICAL REFERENCE TOOLS

An introductory course intended for personnel with limited training or experience. Basic reference works common to many health science libraries are examined. Coverage includes an introduction to: Index Medicus, Abridged Index Medicus, Hospital Literature Index, International Nursing Index, Index to Dental Literature, various directories and specific reference works such as the Dictionary of Medical Syndromes, etc.

CE 5: HUMAN FACTORS IN MEDICAL LIBRARY ADMINISTRATION

Personnel management is studied in terms of interpersonal relationships. Topics covered include: what makes a good supervisor, conflicts in values and expectations which impair staff productivity, and management attitudes which provide for work satisfaction. Using the techniques of case study and psychodrama, administrative problems are discussed, enacted and analyzed by the group. Problems relating to both large and small libraries are examined. (Case studies will be sent to registrants in advance of the course).

CE 8: A REVIEW OF THE LITERATURE OF DENTISTRY

The student is presented with an overall survey of the literature of dentistry which includes both the major old and new reference sources as well as publications of historical and special interest to libraries. Through a series of problems, the student has the opportunity to use the various tools which are discussed and to develop his information finding techniques.

CE 9: MATERIALS FOR THE HISTORY OF THE HEALTH SCIENCES

This course is designed to provide the student with an awareness of the variety of materials any retrospective collection might include and an awareness of some problems in their care and processing. Appropriate reference sources will be discussed and evaluated. The syllabus has been completely revised and updated, and the scope of the course has been expanded to include all the health sciences.

CE 10: RECENT ADVANCES IN THE LITERATURE OF PHARMACY

Problem areas in the location of pharmaceutical information

CE 10: cont. are studied. Selected standard pharmacy reference tools are covered, emphasizing drug nomenclature and product information, business and statistical information relating to the pharmaceutical industry, and the availability and use of various directories. A series of problems gives the student didactic experience in dealing with the complexities of pharmaceutical reference queries.

CE 11: SPECIAL INTERLIBRARY LOAN COURSE

The course is designed for individuals with limited or no prior experience in this area of library work. Correct procedures for completion and submission of an ALA Interlibrary Loan Request Form will be emphasized. Bibliographic tools for verifying and locating desired material will be described and evaluated. (Half-day course - 3½ hours).

CE 13: GRANT APPLICATIONS AND MANAGEMENT

This course, intended for those individuals responsible for providing library services in health-related institutions, presents basic information about grants and grant management. Topics include: the evaluation of grant support, federal and non-federal grants, requesting funds, contracts and grants management.

CE 14: HEALTH SCIENCES LIBRARY BUILDINGS

This course is intended for those actively planning a new library or remodeling an old one. The syllabus has been completely revised and updated, and it includes all phases of planning from early stages through completion. This course is concerned with planning the larger medical library facility, especially medical school libraries.

CE 15: LITERATURE OF NURSING

Planned for the person who has had little or no experience with the nursing profession, nursing education, or nursing literature. This course includes a discussion of library needs of the school of nursing and of the graduate nurse, as well as trends in nursing and nursing education and some important libraries with whose services nursing librarians should be familiar. The course also includes discussion of acquisitions, reference sources, literature of associations important to nursing and non-book materials.

CE 16: MANAGEMENT OF MEDIA IN LIBRARIES

Media in libraries is explored from a practical point of view

CE 16: cont. providing the librarian with basic knowledge and considerations to enable planning and implementing media programs in support of medical education. Emphasis is given to organization and management, storage and handling, cataloging and indexing, and acquisition. (Librarians who have attended this course at the National Medical Audiovisual Center should not apply for CE 16).

CE 17: PRESERVATION OF LIBRARY MATERIALS

A course designed to familiarize registrants with basic preservation measures. For the 1975 meeting, each section will have a different emphasis. The Saturday section will consist of an introduction to basic preservation measures including non-book materials. Routine maintenance of modern collections, with emphasis on the care and repair of modern bindings, and a discussion of common preservation problems will be included. The Sunday section will cover fine binding and the preservation of archival materials, including the special preservation problems encountered in rare book collections and manuscript collections.

CE 18: SYSTEMS ANALYSIS

A new course intended to introduce uninitiated students to the terminology and concepts employed in the use of systems analysis techniques in the medical library setting. A syllabus will be sent in advance of the course to allow students to work out exercises on a self-study basis. The tutorial session will be devoted to group interactions concerning applications of analytic techniques covered by the syllabus.

CE 19: APPLICATION OF OPERATIONS RESEARCH TO LIBRARY DECISION MAKING

This is a two day mini-course designed specifically for librarians of medium and large size health sciences libraries. It is advisable that students who are planning to take this course have already been exposed to the basic concepts of systems analysis. No mathematical background is required although helpful.

First day unit introduces the most basic concepts of probability and statistics and the formation of mathematical models and the general concept of operations research and its application to public systems in various decision making processes. Students will be given opportunities to do actual statistical exercises.

Second day unit deals with the application of operations research techniques in health sciences library settings. Specific models will be introduced and their usefulness to librarians in terms of various administrative decisions will be discussed. Students will be asked to apply some models to their own library situations.

CE 19: cont. Pre-requisite for the course: CE 18 - Systems Analysis or its equivalent

Persons demonstrating evidence of equivalent knowledge as is being presented on the first day may apply for the second day of the course separately. Course fee: $30.00 each day for MLA Members
$45.00 for non-members

CE 20: MEDLINE AND THE HEALTH SCIENCE LIBRARIAN

MEDLINE, The National Library of Medicine's interactive search system, is currently operational in about 150 medical libraries. Although additional ones will continue to be added to the MEDLINE network, it is not possible for all those wishing to join to do so. And yet the services of MEDLINE must be made available to all qualified health professionals. The purpose of this course is to explain how MEDLINE works, how its services may be used by all health science librarians, and how those librarians can better serve their vital role as the mediary between the requester and the MEDLINE system. Course participants will be given an opportunity to perform simple MEDLINE searches. Since enrollment must be limited, applications from MEDLINE analysts and other library personnel having access to MEDLINE in their own libraries will not be accepted for this course.

CE 21: MEDLINE AND THE HEALTH SCIENCES LIBRARY ADMINISTRATOR

The advent of on-line, interactive search systems such as MEDLINE makes it important that the medical library administrators understand the impact these systems will have on existing library functions. The course is aimed at providing a forum for (1) library administrators who have MEDLINE or some other on-line system in their libraries, or (2) persons having access through shared use of a terminal or access code. This would include persons located in medium-to-large hospital libraries (300 plus beds). A forum will be provided for a discusssion of problems arising out of having an on-line system in the library and its implications for other library service.

CE 22: PLANNING HOSPITAL LIBRARY FACILITIES

The purpose of this course is to start the hospital librarian on a course of self-education to gain the skills necessary for planning a new or remodeled library. Acquiring self-confidence and finding a power base are emphasized. Methods of gathering and organizing the data and writing a building program are discussed, and each element of the library plan considered. An exercise in reconciling all requirements for space available is done by small groups at the end of the class.

CE 23: PROBLEMS IN MEDICAL CATALOGING AND CLASSIFICATION

This is a course for persons with some cataloging and classification experience. Topics to be covered include: International Standards for Bibliographic Description; problems; the use of the Tree Structures and the alphabetical MeSH; cataloging policies; and the future of NLM and OCLC as sources of cataloging information.

CE 26: TEACHING SKILLS FOR LIBRARY EDUCATORS

An overview of basic planning and teaching skills plus introduction to innovative strategies for improving adult learning. The course will include exhibits of new materials, demonstration of methods and personal involvement of registrants. Limited to persons with teaching experience in graduate library schools and/or continuing education courses and Ph.D students who are expecting to enter the teaching field soon. This is a two-day course.

TO BE COMPLETED AND RETURNED BY ALL C.E. REGISTRANTS

Name: _____

		Saturday	Sunday
C.E. Courses registered for:	First choice	_____	
	Second choice	_____	

Type of Parent Institution:	Hospital	_____
	University	_____
	Research Institute	_____
	Other (please specify)	_____

Highest academic qualification:		Major
	High School	_____
	College (number of years)	_____
	Bachelors Degree	_____
	Masters Degree	_____
	Post Masters (please specify)	_____

What do you hope to gain by taking these courses? Please answer separately for each course.

Complete only if registering for CE 19

Have you taken CE 18 (Systems Analysis)? _____
If not, briefly describe how you attained equivalent background.

If you are registering for the second day of CE 19 only, briefly describe how you attained the knowledge being presented on the first day.

Complete only if registering for CE 26

Please check the items below that apply (You may check more than one).

Ph.D. Candidate	_____
Planning to teach in a library school	_____
Presently teaching in a library school	_____
Presently teaching or have taught in the MLA continuing education program	_____
Planning to teach in the MLA continuing education program	_____
Extension librarian with experience in presenting workshops	_____

Dear :

Thank you for agreeing to teach CE_____
at the Sheraton-Cleveland Hotel on Saturday May 31, 1975.

Courses normally run from 9 a.m. to 5 p.m. with coffee breaks and lunch scheduled.

An orientation meeting for instructors is scheduled for Friday, May 30, 1975 from 9-10 p.m. for instructors teaching on Saturday, and from 5:15-6:15 p.m. on Saturday evening for those teaching on Sunday. The place of the orientation will be listed in the meeting program.

A copy of the course syllabus is enclosed. If you would like any inserts added, please let us know as soon as possible so that we can add them to the syllabi. Students registering for the course will expect you to cover the content listed in the course description. The course description for the course you are teaching is enclosed. Within this guideline however, it is up to you to determine the most effective way to teach the course. The syllabus does provide a <u>suggested</u> outline and all students will receive a copy of the course.

If there are any materials you wish the participants to have in advance of the meeting e.g. syllabus, reading list, etc., we will be happy to mail them out. For those people registering in the pre-registration period, we will provide you with information about their educational background, type of library, and objectives in taking the course. A copy of that information sheet is attached to this letter for your information.

Class size will be limited to 25 registrants except where we have made arrangements with instructors for a larger class size. Twenty-five is not a magic number. Consider

the objectives of your course and how you intend to teach to meet those objectives. If you feel you could handle more students, please let me know.

A form is enclosed for you to complete so that the room will be set up and equipped as you wish. Please return it to us by April 14th.

We will be sending you a manual in the next few weeks. We hope that you will find it helpful in presenting the course. We would appreciate your comments on its usefulness.

Since it is expected that people teaching continuing education courses will be attending the annual meeting anyway, the Association does not reimburse the cost of travel expenses except in extraordinary circumstances and agreed upon in advance in writing. We do, however, pay one day's expenses (including meals and room) for each one day course, and an honorarium of $60.00 for each one day course. Please keep your receipts!

Thank you once again for agreeing to participate in the Medical Library Association's continuing education program. If there is any further information you need, or anything we can help you with, please do not hesitate to contact me.

Sincerely yours,

Julie A. Virgo
Director of Education

JAV:cp

Enc.

MEDICAL LIBRARY ASSOCIATION

Continuing Education Program

Name of Instructor _____

Title of Course _____

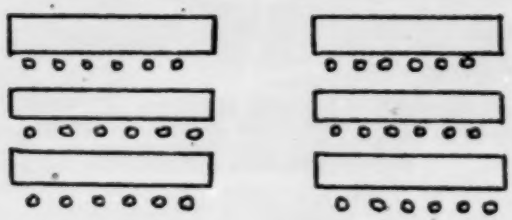
Date(s) Offered _____

Course Location _____

Please check the following items that are required to teach the above course.

TYPE OF ROOM SET-UP

( ) Classroom



( ) Conference

( ) Hollow - U

( ) Theatre style

( ) Other -- Please specify and diagram

TEACHING EQUIPMENT

( ) Instructor's table

( ) Podium

( ) Large blackboard

( ) Chalk

( ) Eraser

( ) Screen

( ) Flip chart

( ) Felt tip pens

( ) Masking tape

( ) Lantern slide projector (3¼" x 4")

( ) Carousel slide projector

( ) Overhead transparency projector

( ) 16 mm motion picture projector

( ) Table for reference tools or equipment

( ) Other -- Please specify
This includes all CE 16 equipment

TEACHING MATERIALS

( ) Reference tools
Please attach a separate sheet listing titles and number of copies

( ) Terminals (please specify models)

( ) Telephones

SHOULD YOU NEED ADDITITONAL EQUIPMENT, OR OTHER ITEMS NOT LISTED HERE, PLEASE SPECIFY.

Thank you for agreeing to teach
at the
in
on .

Your local contact is

Would you let know how you would like the room set up for your course (e.g. classroom, conference, U-shaped, etc.) and what equipment you need (e.g. blackboard, chalk, eraser, or other A-V equipment). If the course you are teaching requires bibliographic tools then notify in enough time so that they can be obtained for your course.

While you are responsible for making your own accomodations, etc. you might wish to ask for information about the best place to stay, and how to get there from the airport.

We will reimburse your expenses (coach airfare, ground travel, accommodations, meals, etc.) and pay you an honorarium of $50. Please send receipts and the original flight coupon if applicable. MIA now pays actual room accommodations and a separate meal allowance of up to $12 a day. Automobile travel is reimbursed at the rate of 10¢ a mile.

(more)

2-10

If you wish registrants for the course to have their syllabi in advance, please let us know so that we can make appropriate arrangements. Do you need us to send you a copy of the syllabus, or do you already have one?

Thank you once again for helping us in our continuing education program. If there is any further information you need, or anything we can help you with, please do not hesitate to contact me or my secretary, Pam Fertel, at MIA Headquarters.

Sincerely,

Julie A. Virgo

Julie A. Virgo
Director of Education

JAV/pf

cc: Richard Eimas

December 19, 1974

Sheila Latus
Medical Librarian
Kaiser Foundation Hospitals
8010 Parkway Drive
La Mesa, California 92041

Dear Ms. Latus:

This letter is to conform the arrangements for the sponsoring of two continuing education courses by the Medical Library Groups of Arizona, Northern California, Southern California, Hawaii and Nevada on February 26, 1975 at the Francisco Torres Conference Center in Santa Barbara, California. You will be our contact with your group. The courses you are sponsoring are:

CE 14 Planning Health Sciences Libraries
CE 16 Management of Media in Libraries

The instructor for CE 14 , Planning Health Sciences Libraries will be:

Frances Ishii
Library
Memorial Hospital of Long Beach
2801 Atlantic Avenue
Long Beach, California 90801
(213) 595-3841

The instructor for CE 16, Management of Media in Libraries will be:

Michael Homan
Regional Medical Library
Biomedical Library
University of California
Center for the Health Sciences
Los Angeles, California 90024
(213) 825-1200

You should work with these instructors directly for each of the courses to find out what their requirements are in terms of classroom set-up, blackboard, flip charts, bibliographic tools, audiovisual equipment, etc. For Michael's course you will need to obtain a number of pieces of AV equipment which he will need to have in the classroom to teach the course. Michael will let you know what his requirements are. Would you also assist the instructors with information about accommodations, how to get to the place at which the course is being taught from the airport, etc, although these matters and payment thereof are the instructor's responsibility.

Syllabi for registrants for CE 16 will be shipped directly to you. Would you notify us of their arrival (or non-arrival!). Unused syllabi must be returned to the Medical Library Association's Division of Education so that the number of registrants plus the number of returned syllabi should total the number of syllabi we send you.

Frances Ishii is preparing special materials for the CE 14 course as that syllabus is being revised at the moment.

We are shipping to you today certificates of attendance so that you can type the course number, the name of the course and the name of the registrants and give to each participant at the conclusion of the course. Evaluation forms are also being sent. Would you have each participant fill out the form and collect all forms at the conclusion of the course and mail them back to us here at Headquarters.

Please let us have a list of the registrants for each course you are offering so that we may up-date our continuing education records here at MLA Headquarters. At the conclusion of the course, mail the checks for the course registration directly to the Division of Education at MLA Headquarters by registered mail. Please note that there is a price differential for registrants taking the course who are members of MLA ($25 for members, $35 non-members).

Courses will be presented if there is a minimum of 15 registrants. If you do not get 15 registrants for a course, you may choose to still sponsor the course by supplementing the registration fees with an amount from your group's own funds.

If there is any further information you need, or anything we can help you with, please do not hesitate to contact me, or my assistant, Bobbe Aiken, at MLA Headquarters.

Sincerely,

Julie A. Virgo, Ph.D.
Director of Education

CC. Richard Eimas

Medical Library Association, Inc. Suite 3208, 919 North Michigan Avenue, Chicago, Illinois 60611 312/266-2456

COMMITTEE ON CONTINUING EDUCATION
Course Evaluation - Participants' Questionnaire

By completing this form you will help to make future courses more profitable for yourself and others, and you will assist the Committee to reach an objective evaluation of its program. Please complete this form and give it to the instructor before leaving.

Instructor's name: _____

Regional Group name: _____

COURSE	SECTION
CE 4 General Biomedical Reference Tools	
CE 5 Human Factors in Medical Library Administration	
CE 8 A Review of the Literature of Dentistry	
CE 9 Materials for the History of Medicine	
CE 10 Recent Advances in the Literature of Pharmacy	
CE 11 Special Interlibrary Loan Course	
CE 13 Grant Applications and Management	
CE 14 Planning Health Science Libraries	
CE 15 Literature of Nursing	
CE 16 Media Management in Medical Libraries	
CE 17 Preservation of Library Materials	
CE 18 Systems Analysis	
CE 20 MEDLINE and the Health Science Librarian	
Special Course: MEDLINE and the Administrator	

1. To guide us in interpreting your responses, please supply us with the following information:

   (a) Kind of library in which you work: health sciences ( ), hospital ( ), medical school ( ), medical society ( ), dental ( ), pharmaceutical ( ), nursing ( ), behavioral science ( ), RMP-RML ( ), Other (Specify):
   (b) Number of professional librarians on staff:
   (c) Number (full-time equivalents) of clerical people on staff:
   (d) Number of periodical titles currently received:
   (e) Number of books in collection:
   (f) Your position in the library:

   (g) Length of time you have worked in medical librarianship: less than one year ( ), 1 to 3 years ( ), 4 to 6 ( ), 7 to 10 ( ), 11 to 20 ( ), more than 20 ( ).
   (h) Training: On-the-job ( ), BA or BS with no library coursework ( ), BA or BS with some library coursework ( ), BSLS ( ), MSLS with no coursework in medical librarianship ( ), MSLS with one course in medical librarianship ( ), MSLS with more than one course in medical librarianship ( ), post masters medical library internship ( ).

2. How did you learn about the courses:

(a) Registration material ( )
(b) Announcement in the Bulletin of the Medical Library Association ( )
(c) Announcement in the MLA News ( )
(d) By other means (Please explain):

(e) I did not know about the courses prior to registering at the meeting ( ).

3. I have previously attended: (Circle as many as necessary)

(a) CE-1 Punched Cards
(b) CE-2 Machines in Libraries
(c) CE-3 System Analysis
(d) CE-4 Reference Tools-General
(e) CE-5 Human Factors
(f) CE-6 Computers and Programming
(g) CE-7 Quantitative Measures
(h) CE-8 Dentistry
(i) CE-9 History of Medicine
(j) CE-10 Pharmacy
(k) CE-11 Interlibrary Loan
(l) CE-12 Advanced Reference
(m) CE-13 Grant applications and Management
(n) CE-14 Planning Health Science Libraries
(o) CE-15 Literature of Nursing
(p) CE-16 Media Management in Medical Libraries
(q) CE-17 Preservation of Library materials
(r) CE-20 MEDLINE and the Health Science Librarian
(s) Special MEDLINE & administrator

4. What format(s) of continuing education courses do you prefer?

(a) One day course at annual meeting ( )
(b) One day course at regional meetings ( )
(c) Home study course ( )
(d) Courses lasting only one-half day at annual meeting ( )
(e) Opportunity to take two one day courses at annual meeting ( )
(f) Institute (5 one-day courses) ( )
(g) Other:

5. Did the course description give you an accurate preview of the course:

(a) Yes ( )
(b) No ( )
(c) Comments:

6. What additional information would you have wished to know about the course?

7. Was the syllabus for this course:

   (a) Very useful ( )
   (b) Useful ( )
   (c) Not Useful ( )
   (d) Not used during course presentation ( )

8. Please make suggestions on how this syllabus could be improved. Use the back if additional space is needed:

9. Do you like some sort of lab exercise combined with the lectures?

   (a) Yes ( )
   (b) No ( )
   (c) Undecided ( )
   (d) Comments:

10. What topics in this course should be covered that were not discussed, or be covered in more depth?

11. What topics in this course should be covered with less emphasis or were not particularly useful?

12. Was the general level of this course:

   (a) Too elementary ( )
   (b) Too theoretical ( )
   (c) Just about right ( )
   (d) Comments:

13. Was the time allotted for this course:

    (a) Too long ( )
    (b) Insufficient ( )
    (c) Just about right ( )
    (d) Comments:

14. Was this coursework relevant to meeting your objectives in taking this course:

    (a) Yes ( )
    (b) No ( )
    (c) Comments:

15. What could be done to make it more relevant to your objectives? Comments:

16. Did the instructor present the course:

    (a) Very well ( )
    (b) Well ( )
    (c) Average ( )
    (d) Poorly ( )
    (e) Comments:

17. Did you have sufficient opportunity to ask questions and raise points in class: Yes ( ), No ( ).

18. Did the instructor use sufficient audio-visual and other explanatory aids to supplement the lecture? Yes ( ), No ( ).

19. Do you have any comments or suggestions on the use or non-use of audio-visual aids in this course? Comments:

20. Please list the names and addresses of individuals whom you feel would be qualified to teach this course:

21. Please suggest <u>subjects</u> for future MLA continuing education courses:

Thank you,
COMMITTEE ON CONTINUING EDUCATION

Alice Joyce
Caywood Garrett
Martha Lou Thomas
Jo Ann Bell
Phyllis S. Mirsky
Ruth Fenske
Ray Long
Richard Eimas, Chairman
Julie A. Virgo, ex officio
Dr. Ernest M. Allen, ex officio
Nancy Woelfl, AMLAC Representative
Charles W. Sargent, Board Liaison